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ABSTRACT

This proposal represents a systematic and research-based effort to revitalize traditional recruiting practices and to establish a new recruitment model for reaching the nontraditional student in North Carolina two-year colleges. It includes activities of and findings from a model adult recruiting project. A project overview includes the objectives and a comparative description of the traditional and nontraditional student. Subsequent sections discuss initial organization for adult recruiting by an institution, population mapping--both external and internal--for targeting purposes, and establishment of an advisory group. The focus of the next section is targeting populations, e.g., senior citizens, technical scholars, occupationally mobile individuals, persons interested in education/work force reentry, and displaced homemakers. Enrollment factors are highlighted, and a marketing assessment index is provided. The next two sections concentrate on institutional marketing planning and the development of a marketing plan. Topics include invisible marketing and trigger mechanisms. The Pitt Community College (PCC) Preliminary Marketing Plan and a marketing request form are provided. Sample adult recruiting strategies (advertising strategies) developed by PCC during the model project are then presented. Appendixes include a model institutional checklist, a population mapping bibliography, a student recruitment survey, consultants' reports, and a model for recruiting the new community college student. (YLB)

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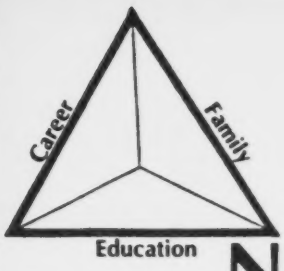

A Model for Recruiting The New Community College Student

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
DIVISION OF PLANNING SERVICES
114 WEST EDENTON STREET
RALEIGH, NC 27611

RESEARCH PRIORITY AREA: Institutional Student Recruitment Services

PROJECT TITLE: A Model Project For Recruiting The New Community College Student

PURPOSE: To construct and implement a model for student recruitment which will allocate recruiting dollars and personnel appropriately given the new and emerging demographic and occupational characteristics of the community college student population in North Carolina

PROJECT DATES: Beginning: February 20, 1984
Ending: March 29, 1985

BUDGET: State: $29,133
Local: $22,349
Total: $51,482

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However, some individuals are outstanding for their contributions to the model project. Dr. Charles E. Russell, President of Pitt Community College, provided strong leadership and continued support throughout the project. Other contributors included John C. Hutchens, who provided technical assistance in the final writing of the report; H. E. (Hal) Smith who provided balance and insight from his work with the high school student population; and Jean M. King and Judith M. Smith for their extra labors in the preparation of the final report. The Graphic Arts Department deserves special recognition for their extra efforts.

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STATEMENT OF THE PROBLEM

In March 1981 one of the nation's foremost management experts, Dr. Peter Drucker proposed some significant observations of the future of American postsecondary education in an article in the Wall Street Journal. Among his lucid analyses, Dr. Drucker emphasized the changing student clientele of higher education: "Demand for education is actually going up, not down. What is going down, and fairly fast, is the demand for traditional education in traditional schools...Indeed, the fastest growing industry in America today may be continuing professional education of highly schooled mid-career adults."

In consonance with Dr. Drucker's findings, Pitt Community College and many other two-year colleges are experiencing a dramatic redistribution of typologies within their student bodies. For example, of the 1431 new students who enrolled at PCC in the Fall quarter 1982, only 312 were 1982 high school graduates. This indicates that the vast majority of our students are adult learners with previous postsecondary school experiences. These data, coupled with the effects of technological change upon job obsolescence (many occupational areas are now on a two-three year obsolescence cycle), clearly indicate that a dominant function of the two-year college will be the retraining of thousands of working mid-career adults and the reeducation of many others displaced by technology or needing new skills to maintain decent levels of employability.

There are obvious implications in these data for curriculum and programmatic changes in higher education. Yet we at Pitt Community College submit that major revisions must also be made in another institutional area--Recruitment. As traditional students diminish as a total proportion of our populations, traditional approaches to student recruitment become increasingly ineffective and cost-regressive. Although we continue to reach as many traditional students as possible, we must dramatically alter our entire recruitment concept to meet the changing nature of our clientele. This proposal, therefore, represents a systematic and research-based effort to revitalize traditional recruiting practices and to establish a new recruitment model for reaching the nontraditional student in the two-year colleges across the state. An overview of this project to include the objectives and a comparative description of the traditional and nontraditional student follows.

MODEL ADULT RECRUITING PROJECT OVERVIEW

MODEL PROJECT'S OBJECTIVES

Goal: To construct and implement a model for student recruitment which will allocate recruiting dollars and personnel appropriately given the new and emerging demographic and occupational characteristics of the community college student population in North Carolina.

Specific Objectives:

1. To map target populations of the service area in order to redefine educational needs of these groups
2. To target systematic recruiting efforts to each group
3. To analyze current PCC recruiting practices:
   - Assessing current strategies and emphases
   - Identifying current distribution of resources among various potential student populations
4. To study the institution's current marketing plan to determine its focus and relative effectiveness in reaching various student populations
5. To construct a new Master Plan for Recruiting which will include at least the following elements:
   - Identification of specific target populations in need of specialized strategies
   - Specification of a revised marketing system to reach all target groups
   - Detailed strategies for each target group
   - A specified recruitment resource allocation plan to ensure both fiscal and personnel recruitment resources are more efficiently directed in proportion to the current and projected student population
   - To implement the focused strategies of the Master Plan for at least the following groups:

Project Focus Groups:

1. Senior Citizens

   - Status recognized at age 65 by the North Carolina Community College System
   - Retired with income levels somewhat reduced and many existing on only Social Security income
   - Own their own homes
   - Women outnumber men and proportion increases with advancing age
   - Transportation a major barrier to participation in community activities
   - Often refuse to go out at night because fearful for personal safety and do not see as well at night
   - Experience physical barriers as a result of a variety of health problems
   - Educational background may be experiential rather than formal

2. Education/Workforce Reentry

   - Unemployed, underemployed individual and may be a homemaker who has decided to return to working outside the home
   - Income levels may be reduced so may need financial assistance to return to education
   - If children are in the home, may need child care assistance
   - Predominantly women
   - Transportation may be a barrier to enrollment
   - Educational background of high school or some college, but in need of skills upgrading and retraining. Prior refresher courses helpful

3. Displaced Homemakers

   - May be unemployed or underemployed and may also be a woman supporting herself and family by herself
   - Income levels may be lower, therefore, may seek a class to improve skills and increase income levels and may need financial assistance from the college

- Child care assistance, particularly in the evening needed
- High school and some college background, but in need of career skills training for immediate employment

4. Occupationally Mobile

- Generally employed full-or part-time and seeks special courses to aid professional advancement of career
- Want challenging technologically advanced courses to keep pace with the demands of business and industry
- Income levels are comfortable
- Alternative scheduling of courses from day classes: evening, weekend, Saturday, or Friday night
- Educational background includes college experience and advanced degrees

5. Technical Scholar

- May be an individual from a local business or industry who possesses a marketable skill and will
  - Attend classes to further his skill
  - Serve as an instructor for the college
  - Serve as a resource person for faculty development and training
  - Serve as a resource person to identify potential students for the college
- Generally employed full-time by business or industry
- Incomes are comfortable
- Alternative scheduling of courses needed to accommodate demands of career
- Educational background may be high school and skilled training or include postsecondary education and advanced degrees

Clearly, two separate populations, traditional and non-traditional attend the institution each requiring specific programs and services to meet their individual needs and educational goals. The characteristics of these two groups are compared in Table A.

TABLE A CHARACTERISTICS OF TRADITIONAL AND NONTRADITIONAL STUDENTS

	Traditional	Nontraditional
Age	Age 21 or younger	Age 22 or older
Marital Status	Single	Increasing numbers married, separated, and divorced
Employment	Unemployed or part-time employed	Full-time employed or part-time employed
Income	Dependent for financial support	Self-supporting-varies with employment level
Attendance	Day student	Evening student
Enrollment	Full-time	Part-time
Educational Background	High school graduate or equivalent	Some previous college experience
Reason for Attendance	Initial career training	Career-related education

IS THERE REALLY A "NEW" COMMUNITY COLLEGE STUDENT?

We think not. However, the public may perceive the community college system as serving a new student body as the system adjusts its outreach to meet the needs of the adult student. Factual data supports that we are already serving that student group.

1. The community college system serves adult students in increasing numbers every year. Enrollment of traditional students is declining and will continue to decline into the 1990's. The decline in birthrates has forced educational institutions to emphasize adult recruitment and rethink the policies and services the institution offers to the public.

2. The community college system attracts many repeat customers. A satisfied student who has had a successful experience at an institution is more likely to return for other course work. In addition, he becomes one of the strongest recruiters an institution can utilize. His recommendation is often the final factor in another individual's decision to attend a specific institution.

3. The community college system offers educational options to meet many students' needs. Vast technological advances throughout the United States require continual occupational training for workers in industry. At the same time, community college status does not negate or deemphasize this purpose. It seeks to provide another dimension of opportunities for individuals pursuing longer term educational goals.

The data in Table B illustrates how the enrollment of the part-time adult student has grown at Pitt Community College. Appendix A further details a comparison of headcount and recruiting budget. It cost more dollars to recruit adults for less FTE return. Yet it is the adult population to which the community college system must focus its market, in addition to the traditional student.

TABLE B GROWTH OF PART-TIME ENROLLMENT
PCC

Fall	Headcount	% Total Enrollment
1980	1021	41.6
1981	1125	43.6
1982	1264	45.6
1983	1345	49.4
1984	1410	52.0

WHY DO ADULTS RETURN TO EDUCATION?

Adults returning for education have as many reasons for returning as there are adult students. Specific reasons can generally be grouped into six general categories cited by K. Patricia Cross in her book Adults As Learners:

Social Relationships
External Expectations
Social Welfare
Professional Advancement
Escape or Stimulation
Cognitive Interest.[1]

Informal interviews with students revealed many personal reasons for returning to education all of which seemed to be classifiable by Cross's categories. Social relationships include all needs to form associations and friendships, from making new friends to increasing one's opportunity to meet members of the opposite sex. External expectations are expressed through an authority figure in the student's life, and one may

feel "forced" to take a given course. Social welfare involves the individual's need to serve others in the community, and the perception of his ability to participate in community affairs is enhanced by his enrollment. Professional advancement opportunities derive from a desire to gain an edge over a strong competitor for advancement. Escape or stimulation are often needs expressed by women seeking relief from boredom and routine with enrollment in a class providing a contrast to daily life experiences. Cognitive interest includes those adults with successful education backgrounds who enjoy learning for the sake of learning and who may feel a need to know or simply have what they term an inquiring mind.

The nontraditional student in assessing his personal situation must determine that adult education will help him fill a void in his life. These categories of personal motivation can be used by community colleges as motivators for adult recruiting. For instance, friendships are increasingly important to senior citizens as family and friends depart. The possibility of making new friendships may be a motivating force for seniors. Adult recruiting needs to reach out to the fulfillment of these general needs.

[1]Cross, K. Patricia Adults As Learners, San Francisco: Jossey-Bass Publishers, 1981, p. 86.

INITIAL ORGANIZATION FOR ADULT RECRUITING

The goals of an adult recruiting program must be defined before recruiting can begin. An institution must know what it is they are setting out to accomplish and must have a standard to evaluate results. In addition, the program must be cost effective, yet must achieve the goals set for it.

Certain factors must be clarified before serious adult recruiting can commence.

1. Does the mission and purpose of the institution provide guidelines or direction in meeting the needs of the adult student?

2. Does the institutional philosophy for adult recruitment emphasize employee contribution to recruitment as well as their perception by the general public as expressed by external recruiting and advertising efforts?

3. Is there an evaluation of the educational products that are offered by an institution? The future need within the service population for these opportunities must be considered as opposed to developing new products. Programs do, however, have a given life span. An institution must be willing to recognize that a need for a program may end as the needs of the service population change.

4. Supporting these evaluations is a final evaluation of the institution's readiness to meet and recruit an adult market. Invisibile factors evidenced by faculty, staff, and support personnel can have a strong influence on a potential student's decision whether or not to enroll at an institution. These may include personnel dress, professionalism, qualifications, knowledge of the institution, willingness to help, courtesy, and adaptability to individual situations.

An example of a model checklist to help evaluate the entire institution is included in Appendix B.

III

POPULATION MAPPING: EXTERNAL

Population mapping is a method of identifying smaller segments within the service area population. Isolated or cross-referenced characteristics may be selected to break out segments from a larger population. For the purposes of the model project, demographic and socioeconomic data were researched, assessed, and then developed for targeting purposes. Data are available from a variety of sources including professional marketing or advertising firms as well as from the institution itself.

Pitt Community College began its efforts for targeting adult populations with intensive research. Initial mapping assistance came from the Regional Development Institute of East Carolina University. The proposal for the model project included the following groups:

Senior Citizens
Technical Scholars
Education/Work Force Reentry
Displaced Homemakers
Occupationally Mobile

Based on these general groups, characteristics were selected which would provide more information to consider when developing programs or services for these groups. The U. S. Census information for Pitt County and contiguous counties was extracted to clarify actual numbers of people. Other economic data were researched to more fully illuminate the economic picture of the county. A bibliography of these sources is included in Appendix C.

The tables which follow are representative of mapping information that can be developed for targeting purposes. Table C, Senior Citizens By Township, shows where senior citizens live.

Knowing that transportation is often a problem for older adults this information may result in the development of off-campus class locations for easier accessability. The data is also indicative of actual numbers of potential students in the targeted population. An evaluation can be made as to whether seniors are being adequately served or not.

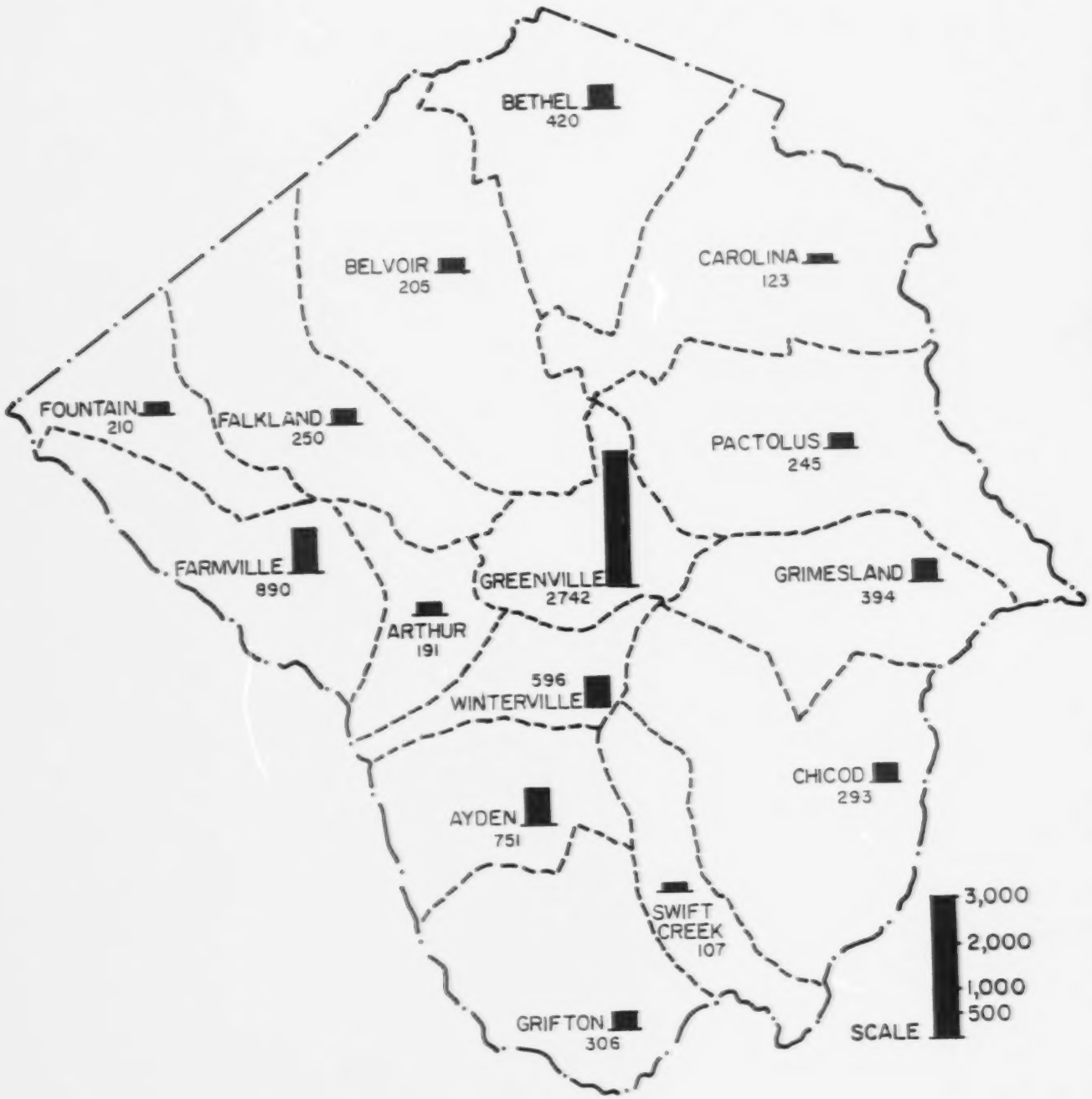
Table D, Percent Net Migration, illustrates the population change occurring within a county. Pitt County is growing at a growth rate exceeded only by Currituck and Wake Counties. The net migration rate is based on population figures, thus a county with a smaller population might seem to reflect greater rates in migration. Examining this data and data related to business and industry growth may direct efforts to utilize technical scholars for faculty, advisory groups, or other resource positions.

Next, Table E, Percent Female Head of Household, illustrates the proportion of homes headed by women or displaced homemakers. This large population needs special services, particularly day-care, in order to pursue educational goals. With the responsibilities of family and career on this student alone, she has little time or money to continue personal development. Community colleges need to totally rethink the services and support given to adult women.

Table F, Enrollment In School of Persons Three Years Old and Over, 1980, holds implications for adult recruiting in the next decade. By 1995, the entire graph will be representative of a nontraditional population. Only those enrolled in nursery

TABLE C

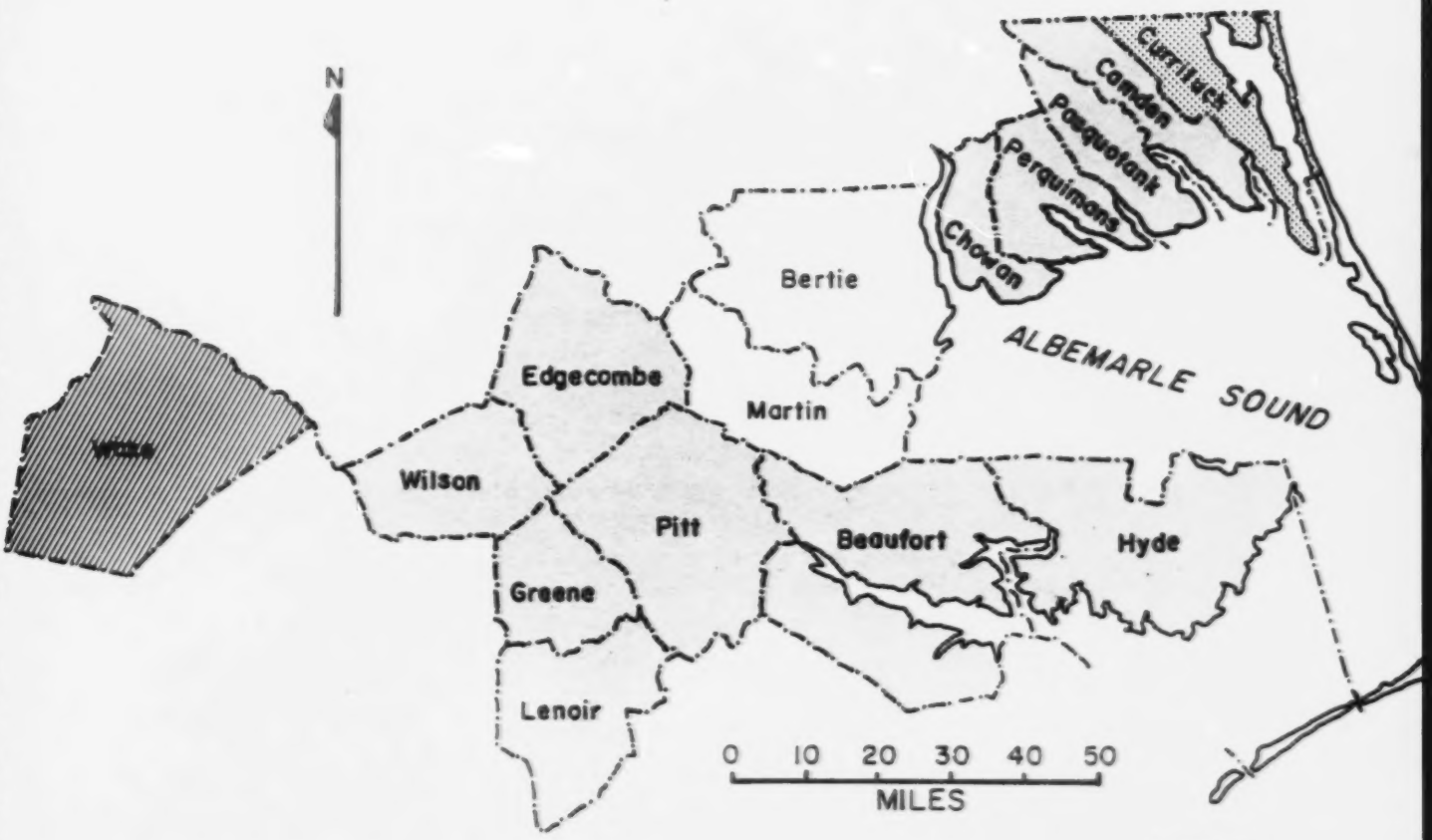
PITT COUNTY



PERSONS AGE 65 YEARS AND OLDER BY TOWNSHIP

TABLE D

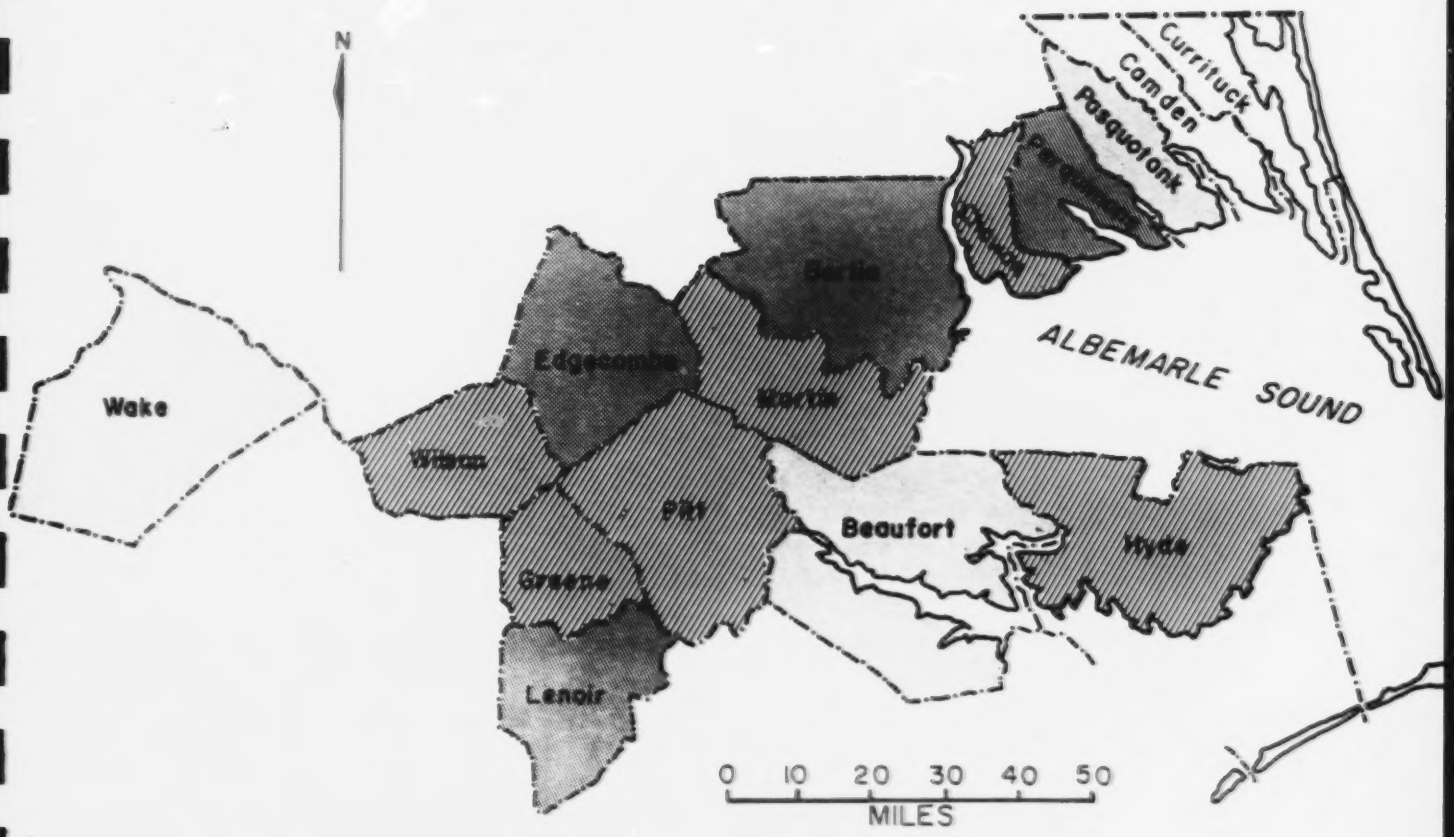
PERCENT NET MIGRATION



County	%	County	%
Beaufort	0.6	Lenoir	0.1
Bertie	-0.2	Martin	-0.1
Camden	0.3	Pasquotank	0.1
Chowan	1.0	Perquimans	1.0
Currituck	4.3	Pitt	1.3
Edgecombe	0.0	Wake	2.0
Greene	0.2	Wilson	0.3
Hyde	0.3		

PERCENT FEMALE HEAD OF HOUSEHOLD

TABLE E



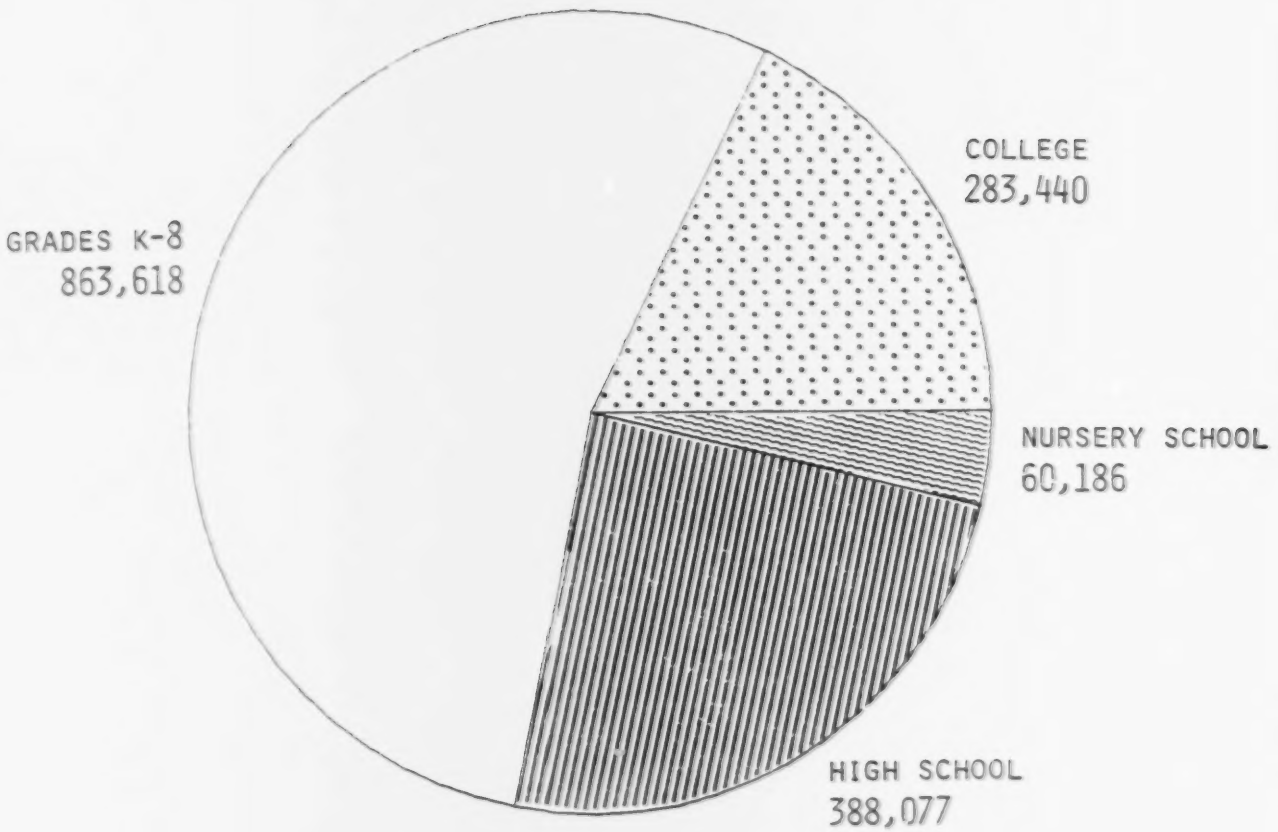
County	%	County	%
Beaufort	15.5	Lenoir	19.8
Bertie	20.0	Martin	17.7
Camden	12.8	Pasquotank	15.9
Chowan	16.9	Perquimans	12.6
Currituck	10.8	Pitt	18.9
Edgecombe	21.4	Wake	14.5
Greene	17.3	Wilson	17.8
Hyde	16.7		

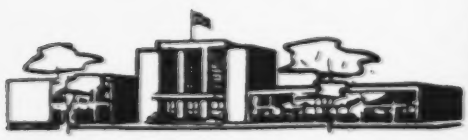
LEGEND

- 10.0—12.9
- 13.0—15.9
- 16.0—18.9
- 19.0—21.9

TABLE F

ENROLLMENT IN SCHOOL OF PERSONS 3 YEARS OLD AND OVER 1980





SOURCE: U.S. Department of Commerce, Bureau of the Census.
N.C. Office of State Budget and Management.

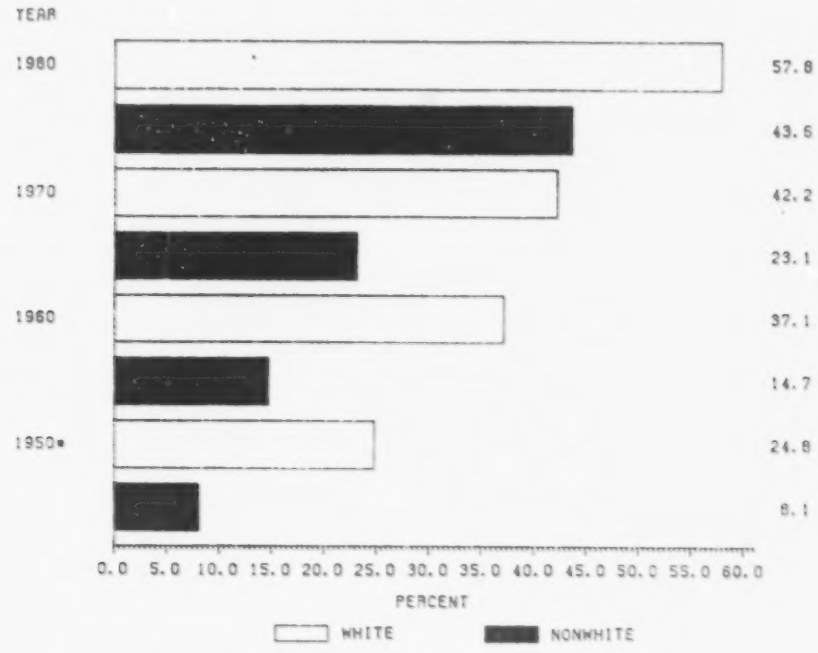
school in 1980 will be traditional students in 1995. With man's greater longevity coming during his adult years, the opportunity to recruit over a longer time span exists with adult students.

Percent of North Carolina Adults Who Have Completed Four Years of High School By Race, 1950-1980, Table G, has strong implications for program development within the community college system. The percent of blacks and whites who have completed high school has steadily increased since 1950. A better educated population will demand quality programming, quality faculty, and challenging relevant learning activities. Fewer developmental activities may be needed as innovative third year programs are developed to upgrade skills demanded by changing technologies.

An example of data selected from the 1980 Census is found in Table H. A picture of the service population begins to emerge. Statistics 10 and 11 may be very important to the development of day-care as a service of the community college. Statistics 25-30 illustrate net changes in the number of employees within a given occupation to which specific programming may be directed. Whatever characteristics are selected, this information is basic to targeting the population for allocating manpower and budgetary resources.

PERCENT OF NORTH CAROLINA ADULTS[a] WHO HAVE COMPLETED FOUR YEARS OF HIGH SCHOOL BY RACE, 1950 – 1980

TABLE G



(a) 25 years and older

* "Unreported" years of school completed were assumed to be distributed as those that were reported.

SOURCE: U.S. Department of Commerce, Bureau of the Census.

Table 105

INTENTIONS OF HIGH SCHOOL GRADUATES
YEARS 1977 - 1981

Graduate Intentions	1977	1978	1979	1980	1981
Public Senior Institutions	24.1%	24.5%	25.1%	25.8%	25.7%
North Carolina	22.7	23.2	23.8	24.3	24.1
Out-of-State	1.4	1.3	1.3	1.5	1.6
Private Senior Institutions	7.3	7.3	7.4	7.8	7.5
North Carolina	5.8	5.9	5.9	6.4	6.1
Out-of-State	1.5	1.4	1.5	1.4	1.4
Community College & Technical Institute	20.9	21.4	21.3	22.9	24.8
North Carolina	20.2	20.9	20.8	22.5	24.4
Out-of-State	0.7	0.5	0.5	0.4	0.4
Private Junior Colleges	3.3	3.1	3.0	2.9	2.6
North Carolina	3.0	2.8	2.8	2.6	2.4
Out-of-State	0.3	0.3	0.4	0.3	0.2
Trade & Business Schools, etc.	3.1	3.2	3.2	2.9	3.2
North Carolina	2.7	2.7	2.7	2.4	2.6
Out-of-State	0.4	0.5	0.5	0.5	0.6
Military	5.7	5.4	5.3	5.7	6.7
Employment	27.5	27.0	27.1	25.4	23.4
No Information	8.1	8.1	7.6	6.0	6.1
Grand Total	71,146	70,953	72,464	70,862	70,168

SOURCE: N.C. Department of Public Education, Division of Statistical Services.

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TABLE H

	8 Median Age of Total Pop.-1980	9 Total # of Families-1980	10 % of households that are headed by females w/ no husband present	11 % of households that are headed by females w/ no husband present and own children under age 6	12 % of households that are headed by white females w/ no husband present
Beaufort Co.	31.1	11,012	15.5	2.2	9.1
Bertie Co.	29.3	5,464	20.0	3.0	8.8
Camden Co.	31.4	1,596	12.8	1.6	9.7
Chowan Co.	31.9	3,466	16.9	3.4	8.3
Currituck Co.	31.3	3,104	10.8	1.9	8.8
Edgecombe Co.	28.3	14,528	21.4	4.0	10.4
Greene Co.	27.8	4,197	17.3	2.8	9.1
Hyde Co.	30.1	4,931	16.7	1.3	10.4
Lenoir Co.	30.0	15,783	19.8	4.0	10.9
Martin Co.	30.0	6,848	17.7	3.0	9.9
Pasquotank Co.	28.6	7,346	15.9	2.7	10.4
Perquimans Co.	33.4	2,595	12.6	1.7	7.2
Pitt Co.	26.1	21,568	18.9	3.6	10.0
Wake Co.	28.5	76,619	14.5	2.5	10.1
Wilson Co.	29.1	16,564	17.8	2.9	10.0
TOTAL	NA	195,621	16.1	2.9	9.9

Source: Tables 8-12, U.S. Census of Population & Housing, 1980

	13	14		15		16	
	% of households that are headed by black females w/ no husband present	White males single, separated, widowed or divorced, aged 15+		White females single, separated, widowed or divorced, aged 15+		Total whites single, separated, widowed or divorced, aged 15+	
		#	%	#	%	#	%
Beaufort Co.	32.5	10,211	59.0	11,432	61.7	21,643	60.4
Bertie Co.	30.1	3,269	58.6	3,672	61.4	6,941	60.2
Camden Co.	21.5	1,475	58.6	1,586	60.3	3,061	59.5
Chowan Co.	31.8	2,771	58.6	3,115	61.4	5,886	60.0
Currituck Co.	24.4	3,574	60.0	3,615	60.3	7,189	60.1
Edgecombe Co.	35.0	10,233	59.5	11,490	62.2	21,723	60.9
Greene Co.	31.5	3,397	59.1	3,677	61.0	7,074	60.1
Hyde Co.	31.1	1,441	60.5	1,526	61.8	2,967	61.2
Lenoir Co.	37.4	13,736	60.3	15,473	63.1	29,209	61.8
Martin Co.	29.9	5,388	59.4	6,044	62.1	11,432	60.8
Pasquotank Co.	28.2	6,755	60.8	7,376	62.8	14,131	61.8
Perquimans Co.	24.4	2,271	58.7	2,473	60.8	4,744	59.8
Pitt Co.	37.6	22,923	62.5	25,664	66.8	48,587	65.6
Wake Co.	33.5	90,680	62.8	95,006	63.9	185,686	63.4
Wilson Co.	35.0	14,936	60.1	17,054	63.2	31,990	61.7
TOTAL	33.7	193,060	61.8	209,203	63.6	402,268	62.6

Source: Tables 13-16, U.S. Census of Population & Housing, 1980

	25		26		27		28		29		30	
	# of Employees in Manufacturing		# of Employees in Transportation, Communication & Other Public Utilities		# of Employees in Wholesale & Retail Trade		# of Employees in Finance, Insurance and Real Estate		# of Employees in Services		# of Employees in Public Administration	
	1970	1980	1970	1980	1970	1980	1970	1980	1970	I980	1970	1980
Beaufort Co.	3,170	4,699	600	675	2,704	3,459	330	497	1,734	3,338	1,515	645
Bertie Co.	2,001	2,998	199	198	908	1,189	104	163	696	1,451	842	269
Camden Co.	334	493	141	184	249	348	55	107	236	466	229	120
Chowan Co.	1,168	1,292	150	234	688	854	103	115	446	1,169	648	270
Currituck Co.	346	406	92	320	443	814	30	114	319	923	375	307
Edgecombe Co.	5,693	8,851	1,643	1,990	3,301	3,811	587	868	2,500	5,061	2,410	784
Greene Co.	1,283	2,104	140	166	649	839	109	166	412	1,594	566	201
Hyde Co.	296	177	76	74	230	426	40	57	129	419	316	205
Lenoir Co.	4,835	6,962	749	999	3,874	5,171	676	959	3,094	6,841	2,886	1,073
Martin Co.	2,141	3,434	383	517	1,554	2,009	234	265	1,010	2,133	1,153	501
Pasquotank Co.	1,764	1,635	518	654	2,078	2,410	275	412	1,406	3,399	2,088	882
Perquimans Co.	612	799	72	143	481	610	92	96	293	753	384	234
Pitt Co.	4,832	8,778	1,049	1,506	5,924	8,945	824	1,415	3,377	12,612	4,968	1,590
Wake Co.	14,994	26,583	5,605	10,826	20,185	30,147	6,107	11,378	13,937	47,010	16,200	15,997
Wilson Co.	5,131	7,196	1,176	1,453	4,188	5,500	712	1,219	3,262	7,570	2,626	1,102
TOTAL	48,600	76,407	12,593	19,939	47,456	66,532	10,278	17,831	32,851	94,739	37,206	24,180

Source: Tables 25-30, U.S. Census of Population & Housing, 1970 & 1980

	1980	
	# of Persons Aged 65+ in Pitt County	% of Total Persons Aged 65+
Arthur Township	191	6.2
Ayden Township	751	12.2
Belvoir Township	205	4.5
Bethel Township	420	11.2
Carolina Township	123	8.3
Chicod Township	293	9.1
Falkland Township	250	14.5
Farmville Township	890	13.5
Fountain Township	210	15.3
Greenville Township	2,742	7.9
Grifton Township	306	9.1
Grimesland Township	394	8.7
Pactolus Township	245	7.1
Swift Creek Township	107	9.1
Winterville Township	596	5.4
TOTAL	7,723	8.6

Source: U.S. Census of Pouplation & Housing, 1980

POPULATION MAPPING: INTERNAL

External population mapping is vital to fully understand how the service community perceives the institution, but internal mapping is likewise equally important. Therefore, Pitt Community College conducted two student surveys seeking demographic data, socioeconomic data, media data, and successful recruitment strategies information.

An example of the revised Spring survey asked the respondent to write-in a response to the final question, "What can PCC do, that it is not doing now to make your experiences as a student more successful?" Table I lists student perceptions and suggestions as tallied from their comments. Of 634 total survey respondents, 244 (38.4%) contributed extra time to respond. Their comments were deemed worthy of consideration by the administration in light of future planning in progress at PCC.

From this information, needs expressed by the student body received greater attention and response from the institution. The survey not only was an outlet for student frustrations, but it also served as a medium to reinforce the extra work that goes into running a quality educational organization. Expressions of satisfaction ranked above all other comments.

To reach the greatest number of students, the survey was administered on the class day with the highest population. An analysis of institutional records revealed this to be Wednesday at 10 am. The survey was that evening for evening students.

TABLE I

1984 SPRING SURVEY

STUDENT PERCEPTIONS AND SUGGESTIONS

PERCENT	RESPONSES
13.99	Satisfied; keep things as they are
2	More College-Transfer courses each quarter
	-variety of courses
	-sections of courses providing more convenient times
	-advanced math offerings
	Update and improve programs
2.4	-Electronics program and lab
	-EDP equipment
6.5	Increased student activities
	Improve cafeteria
2.8	-food offering - quality and selection
3.2	-student lounge area
	Learning Resource Center
2	-need a quiet library with enforced rules
.8	-expanded College-Transfer collections
.8	-expanded journals available particularly Nursing
	-more copying equipment
2.8	-enlarge general collections
	Programs:
.4	-change Auto Mechanics to degree program
.4	-more foreign car courses
.4	-diesel engines course

continued

.4	-offer Surgical Technology again
.4	-increase hands-on experiences
.4	-offer Laboratory Technology
.4	-Arts and crafts programs
.4	-College-Transfer more challenging in preparation for four-year school
.8	-new Business courses
.8	-expand Accounting courses
.4	-combine lecture/lab courses so they are taught in one session

Evening college students

.4	-extended cafeteria hours
1.2	-extended counseling hours in the evenings
6.5	-increase offerings

Specific requests - College-Transfer, Sciences, Accounting/Business, Physical Education, Medical Technology, Architectural Drafting, Mathematics, Electronics, Police Science

.4	-transportation service
.4	-sequence courses scheduled so that entire sequence is offered at night
1.2	-better lights for dark areas

Eliminate bureaucratic runaround

.4	-simplify registration for non-degree students
.8	-advisors should be more aware of curricula/ graduation requirements
1.2	-improve counselors knowledge of departments

Reducing costs:

1.2	-lower non-credit tuition or longer class hours
2	-lower costs of books/supplies
.8	-reduced student fares for GREAT
.4	-student discount coupons from local merchants

continued

1.6	-eliminate activity fee
2	-eliminate parking fees
.4	-used book section in student supply store
	Increased social activities
.8	-annual dance
.4	-singles' club
1.6	-student recreation area separate from lounge facility
2	-Gymnasium
.4	-Mailbox available for student use
.4	-Grade on a 10-point scale
	Faculty/student interaction:
.4	-students not here to be down graded
.4	-use of students for instructor evaluation
	-instructor explanation clearer as to
.4	a. course requirements
.8	b. material in the course - specific and detailed
.4	c. choice of presentation method
1.2	-more personalized attention
	-no staff/faculty reserved parking
	Counseling office:
.8	-increased student awareness of services
.8	-provide a clearer understanding of transferability of courses to four-year institutions
.4	-personal involvement and expressions of concern needed
.4	-explanation of requirements for Allied Health curricula (why some students get in and others do not)
.4	-student complaints about instructors to receive more attention
3.8	Improve the instructional staff

continued

1.2	More flexible hours for building accessibility
.8	-EDP lab
.4	-class hours
.4	Day-care assistance
4.5	Course offering schedule standardized
2	-regular rotation of courses
.8	-sequence courses available throughout all quarters
2.4	-more sections offered

Others:

.4	Keep people from hanging out in the hallways and distrubing classes
.4	Eliminate handicap parking
1.6	Better organized school calendar
.4	School newspaper
2	Larger classrooms
.4	Recognition of temporary handicaps
1.2	Study hall
.4	Health service/infirmary
.8	Change to semester system
.4	Softball field
.4	Increase the number of work-study positions
.4	Streamline technical programs to include only technical courses
.4	Financial aid based on student's income
.4	Special students permitted to qualify for Co-op, scholarships, honor fraternity
.4	Reduce instructors' paperwork to allow them more time for students

Under age 22

1.6	Provide parking closer to the buildings
	-night students

continued

.4	Covered walkways
2.8	Increased job placement assistance
2.4	Pave parking areas
2	Four-day summer week
.8	Increase women's sports - volleyball, swimming, basketball
.4	Longer breaks between classes
.8	Lockers for students
.4	Offer athletic scholarships/special awards banquets to increase student participation
2	Reading day before exam period

Age 22 - 29

.4	Treat students as adults
.8	-no bells, fire alarms or drills, etc.
.8	-no attendance requirements
1.6	-no intercom announcements
	Orientation for transfer students and second year students
.4	Stop transferring GPA from one curriculum to another when changing majors
1.2	Longer class meeting to lessen the homework load

Age 30 - 49

.4	Offer "refresher" courses for those who have been out of education to catch up before starting into a given curriculum (particularly in Business)
.4	Classrooms too hot

Age 50 - 64

1.2	Change continuing education classes back to multiple meetings each week

TALLY:	Total survey responses	634
	Total student response with comments	244/ 38.4%
	Total of comments	314

Students were invited to participate and returned 57.6% of the total surveys (634/1100).

Demographic and socioeconomic data from the Spring survey are summarized in Table J. The summary presented an overall picture of the students already in attendance at PCC. It became clear that any of these characteristics could be utilized for targeting purposes. Strategies could be developed to specifically reach out to target student groups as well as those of the service population. Pitt Community College has developed and promoted new curriculum classes that update the student still preparing for his career over this past year. These classes have been targeted to curricula students for whom they are intended.

DEMOGRAPHIC AND SOCIOECONOMIC DATA

TABLE J — 1984 SPRING SURVEY SUMMARY

Total of survey: 634

Race and Sex	Male	Female	% surveyed
Black	8.5%	14.8%	23.3%
White	31.5%	45.2%	76.7%
Total % Surveyed	40.1%	59.9%	

Age	Male	Female	Employment	Male	Female
Under 22	33.9%	37.9%	Full-time	51.6%	26.8%
22-29	39.4%	30.8%	Part-time	24.0%	30.3%
30-49	23.6%	27.6%	Unemployed	22.8%	40.3%
50-64	.3%	3.2%	Retired	.7%	.7%
65 and over	.4%	.5%			

Income	Male	Female
Less than $10,000	52.8%	58.7%
$10,000 - 14,999	19.3%	14.7%
$15,000 - 29,999	18.5%	12.6%
$30,000 +	5.1%	7.4%

Enrollment	Male	Female
Full-time	47.7%	63.9%
3/4 time	9.8%	6.0%
1/2 time	20.0%	13.2%
1/4 time	16.1%	17.4%

Attendance	Male	Female
Day	46.1%	57.1%
Night	44.5%	31.1%
Both	7.5%	10.5%

Academic Classification	Male	Female
College transfer	16.1%	15.3%
Technical	46.5%	21.6%
Vocational	12.6%	10.5%
Special	18.5%	19.2%
Continuing Education	15.5%	7.1%

	Black	White
College Transfer	8.8%	7.7%
Technical	53.3%	45.5%
Vocational	16.2%	9.9%
Special	15.5%	20.0%
Continuing Education	4.7%	7.0%

* Information from survey regarding educational background omitted because of lack of clarity in wording of the statement.

The Fall survey followed the same pattern of administration as in the Spring. Students again were invited to participate. This survey produced a much higher white female response than did the Spring survey, disproportionately weighting the views of younger students. However, it did emphasize to administrators that this is a rapidly increasing population in attendance at PCC. The return of the Fall survey was 648/1100 or 58.9%.

These statistics reinforced those developed after the Spring survey. The Fall survey attempted to present the participant with the complete recruiting program offered by PCC to determine which strategies were most responded to by enrolling students. An open-ended question was asked again, though less formal in wording than previously. "Are there any further comments that you would like to make?" Comments, tallied by race and sex, were grouped into 55 general statements. They reflected many of the same comments expressed in the Spring survey.

One weakness of these surveys is that they do not reflect exact target group populations at the institution. After both surveys had been administered, it was learned from a professional marketing firm that blacks often do not participate in surveys. This may have been a reason for a disproportionate black/white ratio.

Pitt Community College's Fall survey demographics (Tables K-L) illuminate changes affecting the lives of students as they mature beyond age 22. Individuals are marrying and accepting new responsibilities of family and job. Employment status indicates a significant increase in full-time employment as well as high levels of unemployed students in the 22-29

TABLE K

1984 FALL SURVEY DEMOGRAPHICS

PERCENT OF TRADITIONAL AND ADULT STUDENTS BY AGE, SEX, AND RACE

N = 230 Total Males

N_A = Number of White Males

N_C = Number of Black Males

	Traditional Students						Adult Students			
AGE	16-18		19-21		22-29		30-49		50-64	
N = 230	21	4	76	20	56	15	20	16	2	0
	NA	NC	NA	NC	NA	NC	NA	NC	NA	NC
MARITAL STATUS										
Single/engaged	100.0	100.0	98.6	100.0	60.7	53.3	5.0	25.0	0.0	0.0
Married	0.0	0.0	1.3	0.0	30.4	46.7	80.0	56.3	100.0	0.0
Separated	0.0	0.0	0.0	0.0	3.6	0.0	5.0	12.6	0.0	0.0
Divorced	0.0	0.0	0.0	0.0	5.4	0.0	10.0	0.0	0.0	0.0
Widowed	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
No Answer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.3	0.0	0.0
EMPLOYMENT										
Full-time	19.0	0.0	18.4	20.0	48.2	40.0	65.0	43.8	0.0	0.0
Part-time	42.9	50.0	44.7	40.0	32.1	20.0	20.0	0.0	50.0	0.0
Retired	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.3	50.0	0.0
Unemployed	9.5	50.0	11.8	20.0	10.7	33.3	10.0	25.0	0.0	0.0
Student	28.6	0.0	25.0	20.0	8.9	6.7	5.0	25.0	0.0	0.0

AGE	16-18		19-21		22-29		30-49		50-64	
N = 230	21	4	76	20	56	15	20	16	2	0
	NA	NC	NA	NC	NA	NC	NA	NC	NA	NC
PROGRAM										
College transfer	33.0	0.0	19.7	25.0	10.7	6.7	5.0	12.6	0.0	0.0
Technical	19.0	25.0	46.1	40.0	53.6	46.7	40.0	18.8	50.0	0.0
Vocational	42.9	25.0	32.9	30.0	26.8	26.7	40.0	31.6	0.0	0.0
Special	0.0	0.0	1.3	0.0	7.1	6.7	15.0	18.8	50.0	0.0
Continuing Education	4.7	50.0	1.3	0.0	1.8	6.7	0.0	6.3	0.0	0.0
No answer	0.0	0.0	0.0	5.0	0.0	6.7	0.0	12.6	0.0	0.0
ENROLLMENT										
12 or more credit hours	100.0	75.0	84.2	80.0	69.6	66.7	35.0	50.0	50.0	0.0
9-11	0.0	0.0	6.6	5.0	3.6	6.7	10.0	6.3	50.0	0.0
6-8	0.0	25.0	5.3	10.0	10.7	20.0	30.0	18.8	0.0	0.0
less than 6	0.0	0.0	3.9	5.0	16.0	6.7	25.0	25.0	0.0	0.0
No answer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ATTENDANCE										
Day	100.0	100.0	89.5	90.0	67.9	73.3	50.0	62.5	100.0	0.0
Evening	0.0	0.0	5.3	5.0	19.6	26.7	45.0	31.6	0.0	0.0
Both	0.0	0.0	5.3	5.0	12.5	0.0	5.0	6.6	0.0	0.0
No answer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
EDUCATION LEVEL										
Did not finish high school	4.8	0.0	0.0	0.0	1 8	0.0	0.0	0.0	0.0	0.0
Diploma/GED	95.2	100.0	85.5	70.0	53.6	73.3	65.0	56.6	50.0	0.0

AGE	16-18		19-21		22-29		30-49		50-64	
N = 230	21	4	76	20	56	15	20	16	2	0 *
	NA	NC	NA	NC	NA	NC	NA	NC	NA	NC
EDUCATION LEVEL										
Associate Degree	0.0	0.0	5.3	0.0	5.4	0.0	0.0	6.6	0.0	0.0
2 years plus	0.0	0.0	6.6	10.0	21.4	13.3	15.0	6.6	50.0	0.0
4 year degree	0.0	0.0	0.0	0.0	10.7	0.0	10.0	6.6	0.0	0.0
Graduate Studies	0.0	0.0	0.0	0.0	7.1	13.3	10.0	18.8	0.0	0.0
No answer	0.0	0.0	2.6	0.0	0.0	0.0	0.0	6.6	0.0	0.0

*No respondents age 65 or over.

33 TABLE L

1984 FALL SURVEY DEMOGRAPHICS

PERCENT OF TRADITIONAL AND ADULT STUDENTS BY AGE, SEX, AND RACE

N = 418 Total Females

N_B = Number of White Females

N_D = Number of Black Females

	Traditional Students						Adult Students			
AGE	16-18		19-21		22-29		30-49		50-64	
N = 418	38	14	128	42	84	40	48	20	2	2
	NB	ND	NB	ND	NB	ND	NB	ND	NB	ND
MARITAL STATUS										
Single/engaged	94.7	100.0	85.9	100.0	47.6	62.5	6.3	10.0	0.0	0.0
Married	5.3	0.0	13.3	0.0	38.1	22.5	68.8	45.0	50.0	50.0
Separated	0.0	0.0	0.8	0.0	2.4	5.0	4.2	15.0	0.0	0.0
Divorced	0.0	0.0	0.0	0.0	0.0	10.0	20.8	20.0	0.0	0.0
Widowed	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10.0	50.0	0.0
No answer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
EMPLOYMENT										
Full-time	5.3	14.3	10.2	9.5	32.1	22.5	45.8	40.0	50.0	50.0
Part-time	50.0	14.3	51.6	42.9	31.0	30.0	12.5	10.0	0.0	50.0
Retired	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Unemployed	15.8	42.9	9.4	26.2	13.1	12.5	20.8	25.0	0.0	0.0
Student	28.9	28.6	28.9	21.4	23.8	35.0	20.8	25.0	50.0	0.0

AGE	16-18		19-21		22-29		30-49		50-64	
N = 418	38	14	128	42	84	40	48	20	0	0
	NB	ND	NB	ND	NB	ND	NB	ND	NB	ND
PROGRAM										
College transfer	15.8	0.0	7.0	4.8	4.8	5.0	8.3	10.0	0.0	50.0
Technical	63.2	71.4	68.0	66.7	70.2	62.5	52.1	45.0	50.0	0.0
Vocational	7.9	21.4	14.1	14.3	8.3	10.0	16.7	25.0	50.0	50.0
Special	7.9	0.0	3.1	7.1	10.7	12.5	18.8	0.0	0.0	0.0
Continuing Education	5.3	7.1	2.3	7.1	3.6	10.0	2.1	20.0	0.0	0.0
No answer	0.0	0.0	5.5	0.0	2.4	0.0	2.1	0.0	0.0	0.0
ENROLLMENT										
12 or more credit hours	94.7	78.6	89.8	85.7	71.4	75.0	54.2	55.0	100.0	50.0
9-11	12.6	7.1	4.7	7.1	3.6	12.5	12.5	10.0	0.0	0.0
6-8	0.0	7.1	3.1	2.4	10.7	12.5	12.5	10.0	0.0	0.0
less than 6	2.6	7.1	2.3	4.8	14.3	10.0	20.8	25.0	0.0	50.0
No answer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ATTENDANCE										
Day	94.7	92.9	88.3	83.3	75.0	77.5	72.9	65.0	100.0	50.0
Evening	2.6	0.0	3.1	2.4	16.7	7.5	25.0	30.0	0.0	50.0
Both	2.6	7.1	7.0	14.3	7.1	15.0	12.1	5.0	0.0	0.0
No answer	0.0	0.0	1.6	0.0	1.2	0.0	0.0	0.0	0.0	0.0
EDUCATION LEVEL										
Did not finish high school	0.0	0.0	0.8	0.0	1.2	2.5	2.1	10.0	0.0	50.0
Diploma/GED	92.1	100.0	76.6	90.5	50.0	67.5	35.4	70.0	0.0	0.0

35

AGE	16-18		19-21		22-29		30-49		50-64	
N = 418	38	14	128	42	84	40	48	20	0	0
	NB	ND	NB	ND	NB	ND	NB	ND	NB	ND
EDUCATION LEVEL										
Associate Degree	0.0	0.0	3.9	2.4	6.0	2.5	10.4	5.0	50.0	0.0
2 years plus	5.3	0.0	14.1	3.7	22.6	15.0	16.7	5.0	0.0	50.0
4 year degree	0.0	0.0	0.0	0.0	6.0	5.0	14.6	0.0	0.0	0.0
Graduate studies	0.0	0.0	0.8	0.0	13.1	7.5	20.8	10.0	50.0	0.0
No answer	2.6	0.0	3.9	0.0	1.2	0.0	0.0	0.0	0.0	0.0

**Fall survey tally broke out traditional age students, as well as adult students, for institutional targeting purposes.

category. These statistics provide clarification of the adult's time availability for pursuit of career education or personal development goals. Most students still choose a technical or vocational program over college transfer at a community college indicating the public's image of the system has not changed drastically with the change in status from technical institutes to community colleges. However, it is important to note the percentages that could not be served without college transfer as a program. Part-time and evening enrollment show a large increase within this category. Most adults hold a high school diploma, and many indicate some college background. Higher educational levels of entering students direct community colleges to offer challenging and relevant courses for adults. Recruitment strategies for PCC, Table M, illustrates which strategies were evaluated as most effective by surveyed students. This table reflects the response from the PCC student market. Other institutions' statistics may vary from those shown here. Pitt Community College discovered newspaper advertising to be the strongest media strategy and expanded the strategy to special class newspaper advertising directed toward the part-time evening students. Though TV also reflected a strong response, due to higher costs its use was restricted. The Veterans' program still recruits the highest number of students of all special help programs. A former student and program offerings act as the strongest recruiters among institutional characteristics. The low cost of a community college education is

TABLE M

RECRUITMENT STRATEGIES
PITT COMMUNITY COLLEGE

ADULT STUDENTS AGE 22 AND OLDER BY SEX AND RACE

RESPONDENTS

FALL STUDENT SURVEY 1984
N = 648
58.9% Return

N_A = Number of White Males
N_B = Number of White Females
N_C = Number of Black Males
N_D = Number of Black Females

General Strategy	N_A	%	N_C	%	N_B	%	N_D	%
Media								
Newspaper	25	14.2	7	12.9	43	14.3	18	15.3
Radio	7	4.0	2	3.7	7	2.3	10	8.5
TV	18	10.3	5	9.3	22	7.3	17	14.4
Church Bulletin	0	0.0	1	1.9	0	0.0	4	3.4
Newsletter	7	4.0	2	3.7	14	4.6	4	3.4
Billboard	3	1.7	1	1.9	4	1.3	1	0.8
Cable TV	1	0.5	0	0.0	1	0.3	2	1.7
Special Direct Mail - Newspaper	9	5.1	5	9.3	17	5.7	9	7.6
Special Programs								
HRD	0	0.0	0	0.0	2	0.7	11	9.9
TRIO	5	2.9	1	1.9	17	5.7	10	8.5
JTPA	1	0.5	2	3.7	4	1.3	7	5.9
Veterans	13	7.4	14	26.0	5	16.7	2	1.7
Other Programs	0	0.0	1	1.9	2	0.7	1	0.8
Institutional Characteristics								
Program Offerings	31	17.7	9	16.6	59	19.7	28	23.7
PCC Personnel	5	2.9	4	7.4	8	2.7	8	6.8
Personal Letter	3	1.7	1	1.9	1	0.3	4	3.4
Brochure	4	2.3	1	1.9	9	3.0	8	6.8
Off-Campus Classes	0	0.0	0	0.0	0	0.0	4	3.4
Open-Door Admission	4	2.3	6	11.1	8	2.7	15	12.7

General Strategy	N_A	%	N_C	%	N_B	%	N_D	%
Institutional Characteristics (continued)								
High School Personnel	9	5.1	2	3.7	8	2.7	6	5.1
Four-year School Personnel	3	1.7	1	1.9	3	1.0	1	0.8
Parent or Relative	12	6.9	7	13.0	23	7.7	25	21.2
Employer	8	4.6	2	3.7	6	2.0	4	3.4
Former PCC Student	28	16.0	10	18.5	62	20.7	29	24.6
Other Referral	2	1.1	2	3.7	2	0.7	0	0.0
Counseling Office	17	9.7	7	13.0	50	16.7	19	16.5
Career Planning and Placement	21	12.0	5	9.3	35	11.7	18	15.3
GREAT	0	0.0	2	3.7	1	0.3	10	8.5
Learning Center	2	1.1	1	1.9	2	0.7	3	2.5
Library Resource Center	4	2.9	1	1.9	3	1.0	6	5.1
Financial Assistance	9	5.1	6	11.1	15	5.0	15	12.7
Student Activities	2	1.1	1	1.9	1	0.3	4	3.4
Community College System Characteristics								
Low Cost	30	17.1	15	27.7	40	13.3	26	22.0
Smaller Classes	5	2.9	2	3.7	18	6.0	7	5.9
Easy Commuting Distance	10	5.7	4	7.4	21	7.0	9	7.6
Quality of Education	16	9.1	1	1.9	19	6.3	8	6.8
Personalized Learning	6	3.4	1	1.9	8	2.7	8	6.8
Community College Status	3	1.7	1	1.9	7	2.3	6	5.1
Participation in March 1984 Survey								
Yes	13	7.4	8	14.8	24	8.0	16	13.6
No	58	33.1	17	31.5	100	33.3	42	35.6

the most predominant response among community college system characteristics. Knowledge of which recruiting strategies work best at a given institution will help more adequately distribute budget resources within the marketing mix.

ADVISORY GROUPS

To facilitate a team approach toward adult recruiting, an institution-wide recruiting advisory group was established at PCC. An advisory group may include representatives from administrative staff, faculty, support staff, and student resource groups. Decisions made by this body should guide adult recruiting efforts and provide a pooling of resource information for targeting efforts into the service population. The composition of the PCC recruiting advisory group is listed in Appendix E. Secondary functions the advisory group may fulfill are:

- Ensuring full utilization of institutional resources
- Providing new ideas and feedback as a sounding board for institutional policy
- Suggesting recruiting strategies
- Sharing professional knowledge
- Reducing budgets through more effective use of funds
- Publicizing the qualifications of personnel, the quality of educational offerings, and the services available at the institution

As an institutional advisory group, this body may suggest target groups to receive special emphasis for the coming year after careful study of external and internal mapping data. These recommendations should be incorporated into the institution's formal marketing plan.

Once target groups are selected, supplementary advisory groups composed of individuals from the target audience can be formed. These people will more intimately know the problems

faced by the targeted group. By utilizing the resources of the advisory group, communication with the target audience may be established and remain open. These supplementary advisory groups may provide:

- Insight into special problems faced by the target group
- Suggestions of new strategies
- Knowledge relevant to the target group
- Access to the target group through personal contact and referral or publicity

An alternative to advisory groups developed from target group participants is to seek individuals with influence in the community to serve in this capacity. A list of a community's influential citizens or actors can be developed by the institution. Pitt Community College preferred to work through advisory groups; however, an excellent discussion of identifying the influential can be found in Identifying the Community Power Structure by Ronald C. Powers.[1] A brief summary of Power's methods follows.

Power actors are often individuals within a community who have power and influence because of their positions of authority in local organizations usually within the previous 5-15 years. Usually, these individuals are over 50 years of age; are socio-economically advantaged; control credit, money, or jobs; are better educated than others in their age cohort; are long-time community residents; are self-employed, and have access to community resources.

Visible positions of potential power and influence are a good place to start, but often real power lies behind the scenes.

Schedule personal interviews with invisible power actors to determine the breadth and depth of their contacts within the community. Ask each of the interviewees to contribute his/her list of the top ten power actors in the community (he may include himself).

A second method of identifying power actors assumes again that these people are visible to the observer and are active participants in the community. A time consuming method but resulting in a more realistic picture of power is to record community events and decisions as a determination is made as to the source of influence. The reputational technique seeks out individuals reputed to have power and influence in the community. You will have to:

- Define the community by geographical area
- Identify issues of immediate concern within the community--education, agriculture, economics, health, etc.
- Identify power actors perceived to have power in the issue areas and in general affairs
- Select knowledgeables or the individuals who by nature of their occupation have an opportunity to acquire knowledge about community issues
- Conduct interviews with knowledgeables asking them to identify the community power actors. The size of the community will determine the number of interviews needed:

POPULATION	NUMBER OF KNOWLEDGEABLES
250 - 1,000	5
1,001 - 2,500	7
2,501 - 5,000	8
5,001 - 10,000	10
10,001 - 100,000	15

It may become necessary to identify additional knowledgeables if the list of power actors does not begin to duplicate itself.

- Summarize the list of names for each community issue of concern. Those most frequently named are the strongest power actors.

- Check the reliability of the pool of power actors by seeking out several representatives from the pool and asking them to identify the community sources of power and influence.

The reputational method identifies power actors but it does not establish their interaction pattern. This can usually be observed, though, through organizational affiliations, church membership, age, occupation, and social mingling.

[1]Powers, Ronald C. Identifying the Community Power Structure North Central Regional Extension Publication No. 19. NCRS-5 Leadership Series No. 2 Ames, Iowa: Iowa State University, Cooperation Extension Service, Nov. 1965.

TARGETING POPULATIONS

External and internal mapping of service populations will provide focus and clarity when starting to isolate a group for targeting. Caution must be taken by the targeting institution not to stereotype a group despite general tendencies that may seem to exist characterizing it. For instance,

- Senior citizens may be interested in second career skills instead of lifelong learning and continuing education.
- Women may wish to develop nontraditional technical and vocational skills instead of office skills.
- Technical scholars may be recruited to serve as a community resource person but may also be qualified to serve as faculty for specific classes and programs.
- Occupationally mobile individuals may be interested in lifelong learning and continuing education opportunities to balance personal growth and career advancement.

These groups are distinct, but they also have characteristics that divide them into more restricted groups. For example, senior citizen status is defined by age:

	Age	
Senior Citizen	- 55	American Association of Retired Persons
	- 60	Council on Aging
	- 65	N. C. Community College System

Age cohorts may then be divided according to:

- Gender
- Marital status
- Income level
- Health status
- Educational attainment
- Previous occupation
- Current needs and interests
- Life changes
- Other characteristics

All these factors, whether isolated or in combinations, may affect one's interest in the pursuit of education.

Other target groups can also be segmented to focus on the characteristics being recruited by the college. For instance, the following chart segments characteristics of women.

TABLE N SEGMENTS OF A FEMALE MARKET

Target Group	Age Cohorts	Characteristics
Women	Below 22	Marital status
		Economic level of income
		Health status
	22 - 29	Educational attainment
		Previous occupation
	30 - 49	Current interests
		Current needs
	50 - 64	Life changes
		Family responsibility
	65 and over	Employment status
		Other characteristics

Table O further describes target groups and related enhancers and barriers to enrollment.

TABLE O TARGET GROUPS AND ENROLLMENT FACTORS

Target Group	Enhancers	Barriers
Seniors	Senior citizen status recognized by NCCCS at age 65	Reduced income levels
	Free tuition	Variety of health problems and sensory barriers
		Uncomfortable facilities, poor lighting, heating/cooling, physical barriers
		Transportation barriers
		Apprehension
		Negative attitudes toward adult education
Education/ Work Force Reentry	Financial assistance	Reduced income due to unemployment/underemployment
	Child care assistance	Child care needed
	GREAT bus system	Transportation barriers
	Off-campus class locations	Need for convenient services at institutions
	Development of evening services	
Displaced Homemaker	Career Planning Center Support Group	Uncertainty about career directions and progress
	Financial assistance Child care assistance Evening services	Reduced income levels Child care needed Accommodate working women

Occupationally Mobile	Special interest courses Off campus location of classes Expanded alternative class scheduling Expanded student services Easier registration procedures	Course prerequisites for special students Employment demands Family responsibilities Leisure activities Restricted scheduling of services to normal business hours
Technical Scholars	Interest in education and the community college system Personal recruitment by administration and faculty Scheduling of activities to accommodate work schedule	Employment demands Family responsibilities Leisure activities

The following Marketing Assessment Index was provided by PCC Consultant Nancy Norville as a resource for evaluating target markets.

TABLE P MARKETING ASSESSMENT INDEX

A tool for evaluating possible target markets

TARGET AUDIENCE:	Corporations Professional Associations Minority Adults Other Group
OVERVIEW/DESCRIPTION:	Characteristics of Group - Demographics - Psychographics - Behavioristic Characteristics
ADVANTAGES: DISADVANTAGES:	Need for a degree Need for retraining or continuing education Tuition reimbursement Financial aid need Out placement service Student or alumni in organization
PROMOTIONAL MEDIA:	Trade newsletter Professional associations Training meetings In-house newspaper
COLLEGE RESOURCES:	Low/high staff involvement necessary Printing and other costs Organizational support Organizational liaison

Norville, Nancy J. Consultant. Pitt Community College. January 1985.

Hopefully, the potential students' interests will coincide with his need, but this is not always the situation. Therefore, target the area of interest and not what the institution perceives as the need.

In The Modern Practice of Adult Education, Malcolm Knowles discusses four generalizations depicting students' interests and how they vary with socioeconomic levels. Lower socioeconomic levels:[2]

- Have not emphasized high educational attainment
- Are interested in personal relevance
- Are less willing to make an effort even if tangible rewards are at stake
- Do not perceive education in terms of personal growth

The above factors are examples of how the variance of a single factor may contribute to the educational attitudes and values held by a target group. It also emphasizes that an individual's "felt needs" must be first met and then lead/guide this same person to the realization of other needs.

[2]Knowles, Malcolm S. The Modern Practice of Adult Education. Chicago: Follett Publishing Company, 1980. pp. 90-91.

VII

INSTITUTIONAL MARKETING PLANNING

Marketing should be defined in terminolgy that is consistent and comfortable for an organization to implement. Robert Topor, in Marketing Higher Education: A Practical Guide, defines marketing as "a method of approaching problems related to planning and promoting higher education to carefully targeted, discrete audiences."[1] This approach is founded in strict analysis of:

- The position of the institution in a competitive market
- The clientele of the institution
- The image of the institution in the community

During the development of the model project at Pitt Community College, a definition reflecting our approach to marketing was constructed. Marketing was defined as:

> A total managerial process of examining the service area population to determine their needs and wants and then providing the best opportunity for their fulfillment with the development of a variety of specialized programs that will meet the educational needs of the community.

Whichever definition is preferable or whether the choice is made to develop an institutional definition, an institution must be able to formulate long-range plans, objectives, and goals. Long-range planning involves qualitative as well as quantitative research. Research in the literature, likewise, supports the observations of consultants utilized in developing this project.

An institution will need:

- Self-analysis data reflecting the current and recently enrolled students in terms of:

- Demographics
- Psychographics
- Socioeconomics
- Media used
- Successful recruiting techniques

- Analysis of the competitors in the market place recognizing all the kinds of competition that exist within any community.

  A generalized listing follows in illustration:

TABLE Q — PITT COMMUNITY COLLEGE
COMPETING ORGANIZATIONS

Educational Institutions

East Carolina University
East Carolina University Evening College
East Carolina University Continuing Education Division
Atlantic Christian College
Mount Olive College
N. C. Wesleyan College
Beaufort County Community College
Craven Community College
Edgecombe Technical College
Lenoir Community College
Martin Community College
Wayne Community College
Wilson County Technical Institute

State and Local Agencies

Agricultural Extension Service
Area Health Education Center
Pitt County Memorial Hospital
Pitt County Mental Health Center
Greenville Recreation Department

Other Organizations

Civic Organizations
Churches
Political Organizations
Recreational Organizations
Volunteer Organizations

On-the-Job Training Programs

Higher education has backed away from marketing in the past for fear of losing professionalism and its service image. Marketing has a business connotation yet within the system, it must be realized that institutions are in an educational business. Certain business concepts are therefore applicable to recruiting and marketing efforts.

1. The prospective student must feel he is getting a fair exchange for his time investment and tuition payment. A self-interest aspect to the exchange must exist.

2. Whatever the motive behind the selection of a given course or program, it should fulfill or contribute to the fulfillment of a student's educational goal. A student should know why he enrolls in a course (not because it is required) and how it will contribute to his goals.

3. The institution should develop a marketing mix for promotion of its products. The mix will vary from institution to institution and should reflect the media which will reach selected target groups and general audiences. Appendix F details the percent of the 1984 recruiting budget applied to marketing mix strategies.

4. Stress distinctive features of the institution. Whatever qualities make an institution unique need to be emphasized: programs, special activities, outstanding faculty, local opportunities, geography, etc. The uniqueness is an institutional strength and should be maximized.

5. An institution may perceive itself differently from the perception held by the service community and the student body. Only internal and external population mapping can provide necessary data for analysis. The clients' perceptions of the institution are the real image that the institution must foster or redirect.

A graphic representation of the institutional image may be developed prior to planning other image activities.

- A survey with only two questions may be developed and distributed to student and external populations.

- Do you know about the institution and its programs?

  Nothing Very Little Some A Lot

  D C B A

- Do you want to pursue any one or more of its programs or special classes?

  No Not Really Maybe Yes

  D C B A

On a graph, chart all the responses to both questions with the answers corresponding to the lettering on the graph.

TABLE R IMAGE AND VISIBILITY GRAPH[2]

Low Visibility Excellent Image B	A High Visibility Excellent Image
High Visibility Low Image C	D Low Visibility Low Image

An institution's goal is to develop A as the dominant response. Strategies supporting image redefinition or clarification may need to be formalized and implemented. This graphing provides a quick and clear visual representation of needed action regarding client perceptions of visivility and image building.

Business marketing effectively markets by bringing its targeted audiences through six stages of acceptance. An audience must pass through each stage before moving into the next.[3] Educationally targeted groups move through these same stages before actually enrolling in an educational program.

1. Awareness - recognition of existence
2. Knowledge - key information about program
3. Liking - feelings about the institution
4. Preference - choice above other or similar institutions for enrollment
5. Conviction - belief in the program
6. Commitment - participation or enrollment

A prospective student passes through the cognitive and affective domains into the behavioral domain before acting to enroll. Throughout the earlier stages, the image of the institution is "planting seeds" to encourage or discourage the individual's enrollment. Position in the market place contributes to the institutional image and can heighten target groups' perceptions as unique features are presented as institutional strengths.

Institutional marketing decisions should be made by a representative committee of the institution. No one department or division can be solely responsible for the marketing of the institution. It must be a cooperative effort by all employees of the institution to reach out to the service community. It must be a coordinated effort to effectively utilize resources and eliminate duplicating efforts. Adequate budgets, resources, and allocation of personnel are necessary to maintain enrollment as well as to grow in the future. Priorities must be determined to weed out the less effective recruiting strategies to allow the time investment needed for the greater return.

Marketing decisions should be based on four component strategies.

- Products
- Distribution strategy
- Promotional strategy
- Pricing strategy

The products educational institutions market to students are programs and courses. The distribution strategy decides where these products will be available. Promotional strategies will be built around the marketing mix. Pricing is determined by legislative action, however, required fees may be institutionally determined. Is the student getting his money's worth?

Remember, no institution can be all things to all people in its service area. Each institution will have to decide which groups it desires to seek and how to best reach them with the resources at its disposal. Adult recruiting can be very costly, and each institution's return will vary due to its target groups and media mix.

[1]Topor, Robert Marketing Higher Education: A Practical Guide. Washington, D. C.: Council for Advancement and Support of Education, 1983. p. ix.

[2]East Coast Creative Designs

[3]Topor, pp. 49-51.

VIII

DEVELOPMENT OF A MARKETING PLAN

The development of an institutional marketing plan is one alternative to consider. Long-range goals and planning provide clear direction for institutional recruiting efforts while keeping a clear focus on per student recruiting costs. Advantages to the development of a marketing plan include:

1. Institutional commitments to goals may be more readily committed to by all employees when there is mutual planning participation. Poor invisible marketing practices, budget considerations, classroom capacity, and other long-range planning must occur and reach consensus as to the institution's policy prior to adults registering for classes. A marketing plan may effectively communicate strategies to resolve internal problems as well as directly reach out to the prospective student.

2. "Bulk" buying power may provide more efficient purchasing for larger investments. Instead of purchasing quarterly, projection of an annual budget, particularly for large budget items in the marketing mix, can reduce recruiting costs per student:

   - Newspaper advertising
   - TV commercials
   - Radio spots
   - Brochures and other printed materials
   - Billboards

3. A campaign theme should be developed to provide unity and cohesion between various promotions, printed materials, and media recruiting.

4. Consistency of image and visibility are inherent characteristics of a strong marketing plan.

To properly market an institution and programs, it is important to determine their position in the educational marketing place. It must be recognized that enormous competition exists for the adult market, not only from other educational institutions and opportunities, but also from any activity that may fill the adult's leisure or recreational time. Therefore,

knowledge of demographics, psychographics, and behavioristic information become exceedingly important as an institution attempts to reach specific audiences through the most effective yet efficient media.

The development of an institutional marketing plan will provide the institution with a detailed plan of action for achieving its marketing goals. It will be carried through four stages:

1. Data gathering and analysis of demographics, psychographics, and behavioristic information. This stage may be carried out by a professional research marketing firm, advertising firm, or in-house. Analysis of this data should isolate specific target groups, interests, needs, or other characteristics to which you can direct your message.

2. Planning Strategies. Institutionally, you will want to plan your marketing efforts to keep them uniform and consistent in image. Additionally, such an approach will also serve to benefit the institutional image by projecting unity and organization behind the outreach. Strategies should include a goal or objective desired in order to provide some basis for evaluation. In setting up the preliminary PCC Marketing Plan, the following categories were included:

   - Strategy
   - Method(s) of implementation
   - Person responsible
   - Timetable
   - Budget
   - Evaluation. The PCC plan actually allowed for separate evaluation, however, experts recommend keeping all related information together.
   - Marketing Request. In addition, a marketing request information form was developed for faculty use to request specific marketing assistance.

3. Implementation of the plan. Once the marketing plan is developed, it is a complete calendar of marketing activities. Strategies will need periodic evaluation and may

require redesign as the target population changes. Data analysis becomes a continuing activity to ensure marketing efforts remain on-target.

4. Evaluation of programming. Institutional evaluation of programming becomes the final part of the marketing plan. If programs are not meeting the needs or the expectations of the service area, enrollment will drop and marketing will do little to change this process. Institutions must recognize programs have a life cycle and the need for a specific program at a specific institution may change.

Marketing is a total managerial process of examining the service area population to determine their needs and wants and then providing the best opportunity to fulfill those needs and wants with the development of a variety of specialized programs that will meet the total educational needs of the community.

INVISIBLE MARKETING

Invisible marketing is that marketing by the institution without actually trying to sell the institution. All the extras the faculty, staff, and support staff contribute to create the internal atmosphere of life on the institution's campus must become an integral part of daily routine.

1. Is everyone knowledgeable of who does what job, where they are located, and how to get there?

2. As an institution, is there concern with helping the student achieve his educational goals or making a schedule that is most convenient to faculty and staff?

3. As an institution, have programs been kept up-to-date and fulfilling of the service area's needs and wants?

"TRIGGER" MECHANISMS

Image Oriented

Mechanisms that work on the individual's subconscious are time consuming and must be emphasized repeatedly. Long term results will be forth coming, but an institution must have time to plant seeds and then to let them nurture. The sublimeal message will be carried by an outreach produced by the community college. It must be consistent and eye catching, as well as conveying the proper image.

A number of printed materials can be effective when it comes to promoting image:

- Institutional stationery
- Catalog and other student handbooks/publications
- Program brochures
- Flyers or posters
- Student newspaper
- Newspaper advertising
- TV advertising
- Billboard advertising

Action Oriented

Mechanisms that cause an individual to commit to an action are more immediate in time frame. Ideally, any image mechanism will eventually lead to an action, but an institution must continually have students coming through its doors. These mechanisms are for the individuals who may not need excessive reminding about their educational needs. They already recognize a need, which makes recruiting a much easier and economical task.

Some ideas for tracking action trigger mechanisms include:

1. Include identification codes on advertising to keep records of which strategies are most successful.

- ID a fictitious name to request information from
- ID a request packet of information
- ID a specific phone number (extension) to contact for specific information
- Code handouts to ID geographic location where distributed

2. Be sure to include method of contact:

- Phone number
- Coupon clip out request
- Address of office supplying information
- Person or office to contact

To conclude this discussion of the marketing plan, PCC presents its preliminary marketing plan developed for the months of July and August for recruitment. The plan reflects strategies for adult and traditional student recruiting in a total planning effort. A marketing request form developed for internal communications is also presented.

PITT COMMUNITY COLLEGE
PRELIMINARY MARKETING PLAN
1984-1985

The Pitt Community College Marketing Plan for 1984-1985 is a general guideline of strategies to provide an outline for institutional marketing efforts. It is designed to target audiences, suggest effective marketing approaches for those audiences, and provide alternative strategies for budgetary considerations.

General Objectives

- To increase student-centered orientation of Pitt Community College as evidenced by its faculty, staff, policies, and programs.
- To increase the general public's awareness and interest in Pitt Community College as a community service and educational institution.
- To increase the variety of student activity offerings as reflected by student interests and participation.
- To utilize agency long-range plans to directionally pinpoint areas of program development in recognition of perceived areas of need in the immediate future.
- To annually evaluate:
  - Student perceptions of need and concern
  - Advertising media
- To develop a general outline of recruiting activities which will eliminate duplication of recruiting efforts and maximize cost effectiveness in budgeting.
- To redistribute the recruiting budget to more properly reflect the populations in attendance at Pitt Community College.
- To develop new programs as necessary to meet the changing needs of the community college student for career education and lifelong learning opportunities.

Targeted Audiences

Individual target groups may be developed by analysis of multiple kinds of data available to the community college. Population mapping may more readily reveal special need characteristics of the service population.

By careful study of demographic data, PCC was able to determine which target groups to direct efforts toward. Though designated groups were specified by the model project, other groups and their special needs became clearer to administrative focus and for future planning needs.

These groups included the following:

- Senior citizens
- Displaced homemakers
- Work force reentry
- Occupationally mobile
- Technical scholars

These groups were broad categories for targeting purposes and led to more specific targeting efforts. At PCC, the identified groups included the following:

1. Ethnic/Racial Populations: Pitt Community College discovered we have a white/black predominance with smaller representations of American Indian, Asian, and foreign students. The community at large is experiencing a growth of ethnicity particularly from Italian Americans.

2. Displaced Homemaker: These are individuals with special needs often unanswered by the Community College System. These women experience the problems of inadequate childcare, financial assistance, career planning, transportation, counseling, and class scheduling as barriers inadvertently condoned by the Community College System. Pitt Community College has developed a Displaced Homemaker Task Force composed of women experienced with these problems through the Career Planning Center. Contact has been made with the Employment Security Commission's Displaced Homemaker Specialist for referral of individuals to the Career Planning Center. Special assistance may then be given as needed in job skills development, career inventories, job survival skills, resume development, interviewing techniques, and job placement interview assistance.

3. Women: Identified by more restricted characteristics.

   - Work force reentry
   - Unemployed
   - With children under six years
   - Female head-of-household
   - Professionals seeking occupational mobility

4. Senior Citizens: Identified by specific interest areas.

   - Second career
   - Part-time special interest/continuing education
   - Lifelong learning opportunities

5. Work Force Reentry/Occupationally Mobile: Identified cross-sectionally with specific groups.

   - Women
   - Blacks
   - Unemployed
   - Homemaker
   - Professional/blue collar seeking upward mobility employment through retraining

6. Others: It is known that specific characteristics may be identified to target other segments of the PCC service population. Institutional planning and student survey assessment may lead to further identification of specific targeting groups.

Specific Objectives by Target Group

1. Racial/Ethnic Populations

   - To increase retention of students
   - To develop special services/programs to support the retention effort
   - To develop institutional outreach to attract the minority student to college transfer, technical, and vocational career opportunities

     - High school student letters
     - Brochures
     - Career flyer
     - Ads
     - Direct mail

   - To develop new sources of financial aid
   - To develop alternative transportation (outside the GREAT service area) to campus and off-campus classes
   - To develop a Black Awareness Program
   - To develop federal/state/county agency contacts for career training referral of individuals

- To develop a Career Planning Center outreach program toward

  - Black high school seniors
  - Black service organizations

2. Displaced Homemaker

- To develop specific services/programs to support the individual's educational efforts such as evening childcare
- To develop new sources of financial aid
- To develop alternative methods of transportation to campus and off-campus classes
- To develop institutional outreach to attract the separated/divorced woman to college transfer, technical, and vocational career opportunities
- To develop federal/state/county agency contacts for career training referral of individuals
- To develop a Displaced Homemaker Advisory Group composed of such individuals personally experienced with the educational needs of this group
- To develop a Career Planning Center evening service creating career counseling opportunities for working individuals

3. Women - Work Force Reentry and Unemployed

- To develop specific programs/services to support the individual's educational efforts
- To more fully utilize the Speakers' Bureau by scheduling speakers for adult church classes or women's groups
- To develop federal/state/county agency contacts for career training referral of individuals
- To develop a Career Planning Center outreach program
- To develop an agency-based advisory group of community contacts working directly with these individuals
- To develop institutional outreach that will attract women to career opportunities available with college transfer, technical, or vocational training
- To develop a series of one-day seminars for professional women in search of occupational mobility

4. Senior Citizens

- To develop special services/programs to support the individual's educational efforts
- To develop institutional outreach to attract the senior citizen to the variety of lifelong learning opportunities offered by PCC
- To develop specific senior citizen classes reflecting their interests and needs
- To develop new sources of financial aid

- To seek legislation recognizing senior citizen status at age 55
- To establish community-based classes creating easier accessibility for seniors
- To develop federal/state/county agency contacts for referral of individuals for:

  - Second career training
  - Self-improvement

5. Work Force Reentry/Occupationally Mobile

- To identify specific subgroups of targeted populations and address programs and services to meet the characteristics of these subgroups
- To develop institutional outreach promoting specific course and career opportunities
- To develop an agency-industry-based advisory group to assist the community college in the development of specific courses or career opportunities

6. Others

- To develop other specific services/programs that may be needed by other unidentified target groups
- To develop new sources of financial aid as needed
- To develop institutional outreach to attract a target group to the services and opportunities of PCC
- To develop federal/state/county agency contacts as needed to reach a target group
- To develop community-based advisory groups

TABLE S

MARKETING PLAN - 1984-1985

TIMETABLE	STRATEGY	METHOD	RESPONSIBLE	BUDGET
July	1. Plan CACRAO schedule of participation 5-6 weeks:		Recruiter	$1400.
	•Wake County	Personal visits to participating high schools		
	•New Bern/Jacksonville/ Wilmington			
	•Northeast			
	•Fayetteville			
	•Local trips			
	2. Agency visitation schedule developed for implementation in September	Personal visits to cooperating agencies	Recruiter/ Counselor Faculty	--
	•Referral			
	•Financial Aid			
	•Mailing lists			
	3. Institutional outreach materials maintained throughout service community	Brochures, flyer, applications, class schedules	Recruiter	25.
	4. Development of success stories for promotion	Newspaper ads, flyers, brochures, direct mail	Faculty, Dean of Students	200.
84	5. Plan Fall Quarter Promotion	--	Dean of Students	--
	•Develop TV spot for annual campaign	Plan/professional development of commercial videotape	Recruiter/PIO	1500.85

MARKETING PLAN - 1984-1985

TIMETABLE	STRATEGY	METHOD	RESPONSIBLE	BUDGET
July	•Develop radio spots	Write/jingle	Recruiter/PIO	$1500.
	•Newsletter articles	Write	PIO	--
	•Develop newspaper ads to targeted groups	Layout to newspaper	Recruiter	3000.
	•Develop special classes for promotion development	Planning	Faculty Dean of Instruction	--
	•Develop public service cable announcements	Write	Recruiter/PIO	--
	•Develop direct mail pieces for specific courses	Direct mail flyer	Dean of Students Asst Dean of Instruction Faculty Recruiter	$ Vary dependent upon number of characteristics and cost of list
	•Portable sign with rotated messages	Sign in front of PCC	Recruiter	75. per month
	•Use of motel, fast food marquees for Registration/ Preregistration	Publicly visible support by local business	Recruiter	--
	•Plan Fall Schedule Publication		Dean of Students	
	-Publicity	Local Firms	Asst Dean of Cont Ed	3000.
	-Curriculum schedule -Continuing Education Schedule -Day and Evening Courses		Recruiter	
	-Success stories		Dean of Instruction	

MARKETING PLAN - 1984-1985

TIMETABLE	STRATEGY	METHOD	RESPONSIBLE	BUDGET
July	•Meet with advisory groups to gain insight and direction for special needs of target groups	Individual advisory group meetings	Dept Chairpersons	$ Vary
	•Conference of advisory groups representatives to present and design institutional approach to target groups' needs	Internal Conference	Dean of Students Dean of Instruction	--
	•Billboards for Winter Quarter	Local Billboard Firms	Recruiter	825.
	6. Evaluate second session summer promotion	Interview/Survey	Recruiter	$ 50.
	7. Launch Athletic Boosters Club with alumni luncheon	Luncheon	Athletic Coord	Vary
	8. Revise slideshow for video presentation	Video	Recruiter	Vary
	9. Adopt any needed policy changes to better serve the adult student	Image Service	President Dean of Students	--
	•Scheduling of classes -Evenings -Week-ends		Dean of Instruction Dir of Admissions	
	•Expansion of services to adult students -Financial assistance -Child care -Transportation assistance -Counseling -Career planning		Dean of Students	Dependent on services to be provided

MARKETING PLAN - 1984-1985

TIMETABLE	STRATEGY	METHOD	RESPONSIBLE	BUDGET
July	•Eliminate barriers at PCC which may prevent/hinder adults from enrolling in career education or lifelong learning opportunities -Placement testing for special credit students -Credit assessment for life experience learning -Advisor/advisee system of registration -Academic probation counseling -Policies geared to the full-time traditional student as suitable to the adult student's special needs		Dean of Students Dean of Instruction Dir of Counseling	$ --
	10. Revise Brochures •Color photographs •Graphics •Entertaining with general and specific information	Brochure	Recruiter	Vary
	11. Designate an ombudsman for target groups	On-campus special assistance	Dean of Students	Vary

MARKETING PLAN - 1984-1985

TIMETABLE	STRATEGY	METHOD	RESPONSIBLE	BUDGET
August	1. Prepare annual survey of PCC student body	Plan and develop questions for survey instrument; method of evaluation	Dean of Students Recruiter	$ 35.
	•Demographic data			
	•Media data			
	•Recruiting techniques			
	2. Develop and implement faculty/staff developmental workshop	Workshop/Seminar	Dean of Students	Vary Dependent on program and presenter
	•Student centeredness			
	•Invisible marketing			
	3. Fall Quarter Letters to:	Direct mail (bulk)	Dir of Counseling	Vary Dependent on number mailed
	•Spring Quarter students			
	•First summer session students			
	•Academic probation students			
	•Non-returning students			93
	•Undecided students			
92	4. Institutional outreach materials maintained throughout the service community	Brochures, flyers, applications, schedules	Recruiter	25.

MARKETING PLAN - 1984-1985

TIMETABLE	STRATEGY	METHOD	RESPONSIBLE	BUDGET
August	5. Follow-through for Fall Quarter promotion			
	•Film, edit, schedule TV spot	TV crew	Recruiter/PIO	
	•Record, copy, distribute, and schedule radio spots	Radio crew	Recruiter/PIO	
	•Mail newsletter articles to allow for publishing dates	Newsletters	PIO	
	•Check ads for correct information and final OK from faculty. Schedule ads with papers 2-3 weeks prior to registration	Newspaper	Recruiter/PIO	
	•Check on special classes for promotional support as requested	As requested	Dean of Students Recruiter/PIO	
	•Mail cable PS announcements to allow 2-3 weeks run time	Cable	Recruiter/PIO	
	•Direct mail flyers to target groups	Direct mail	Dean of Students	
	•Begin rotating messages on portable sign 2-3 weeks before registration	Portable sign	Recruiter	
	•Send preregistration and registration messages to cooperating local businesses for marquees	Marquee	Recruiter	

MARKETING PLAN - 1984-1985

TIMETABLE	STRATEGY	METHOD	RESPONSIBLE	BUDGET
August	•Finalize Fall Quarter schedule publication. Mail 2 weeks before registration	Local Printing Firms	Dean of Students Asst Dean of Cont Ed Dir of Counseling Dean of Instruction Recruiter	
	•Special community announcement for preregistration	Newspaper, radio Cable PS	Recruiter/PIO	100.
	•Special registration announcement of full registration period, days, times, costs, etc.	Newspaper Cable PS	Recruiter/PIO	100.
	6. Develop a Riders Bulletin Board for students seeking carpool arrangements	Bulletin board Self-help	Dean of Students	50.
	7. Develop Roommates Bulletin Board for students seeking housing	Bulletin board Self-help	Dean of Students	50.

NAME_____ DATE_____

DEPARTMENT_____ QUARTER_____ YEAR_____

MARKETING REQUEST

In order to prepare the most meaningful marketing plan, it is necessary to obtain specific information about your program or course. Please complete a request form for each course/program for which you would like to receive additional support beyond listing in the schedule. This applies to new and on-going courses/programs.

1. Title and number of course/program_____

2. Description of target market_____

_____

3. Projected enrollment_____

4. Preference for promotion:

Direct mail format (flyer, brochure, letter, post card)

a. Size of mailing _____

b. Do you have lists? _____

c. Date you will submit copy _____

d. Mailing date _____

Advertising:

a. Selling idea for ad _____

b. Special features _____

Publicity:

a. Site visits _____

_____

_____

b. Speakers to organizations _____

_____

_____

(OVER)

c. Unique features of program_____

_____

_____

_____

d. Publications to receive release_____

_____

_____

_____

_____

Developed from New York University "Marketing Plan Form"

ADULT RECRUITING STRATEGIES

Recruitment always begins with advanced planning. An effective promotion cannot be developed without planning time and implementation time. If recruitment is to be an institutional effort, planning must involve all staff to familiarize them with the promotions, to define or target audiences, to determine how best to reach target groups and to determine the goals of the program in terms of enrollment and institutional income. Clear internal communications and interdepartmental knowledge is a prerequisite to successful planning and ultimate promotion.

Many kinds of promotional strategies may grow out of a marketing mix. Pitt Community College would like to share example advertising strategies developed by PCC during the model project.

Newspaper

The newspaper ads as developed for the model project contain a

headline
body copy
method of contact

Generally, the headline must instantly attract the reader's attention as there is approximately five seconds to make an impression. Ads should be large enough to be easily visible and to ensure the print size is readable. Budget will also influence the size ad chosen.

Most of the ads were 2 x 5 (2 columns x 5 inches height). Some ads were larger and some for specific classes were smaller. If deciding to run a "standard" size ad in normal advertising, increasing the size will attract special attention to the ad.

For maximum result, it is suggested an ad be repeated 2-3 times in a newspaper on different publishing dates or in different papers that overlap the same geographic area. For instance, The Daily Reflector in Greenville is PCC's primary source for newspaper advertising; however, other supplementary ads utilizing the area community newspapers are run. This approach reduces cost and gives PCC repeat exposure, as well as new exposure for non-subscribers of The Daily Reflector.

Consistency is a major concern. To help a prospective or an existing student identify an institution's ads, develop several visual components to include in all ads.

graphics/photographs
logo
coupons
outside border

Marketing experts reveal the headline is the most important part of the ad. If the ad does not attract the reader's attention, budget and time are wasted. When targeting a group, call the group by name. Avoid the use of negatives in the headline. The body copy explains a benefit the person will receive who responds to the ad. The use of clear simple English and not educational jargon is recommended. Include a strong action-oriented response for the interested reader to follow-up.

Accompanying photographs or graphics will often more clearly say what is wanted. Let the illustration speak for itself, but

do not include art for the sake of having it there. Be sure to include captions with photographs.

Use the institutional logo to establish a unique look to institutional advertising. Use it consistently in the same location within all ads. Before choosing a logo, develop several for testing. Test internally and externally to ensure the logo personifies the institution and its image. Graphics or commercial art students may be of help in developing prospective logos as a class project.

The coupon is a direct-response mechanism in addition to telephone calling that gives an option to the inquirer. Code coupons running in different papers for more effective tracking and later redistribution of resources as tracking indicates. There is an added advantage of retaining the name, address, phone, and interest to develop mailing lists.

The outside border is the final element for visual consistency. It should make the ad stand out from the rest of the competing stories and ads on the page. Further consistency can be developed by specifying newstype in your headlines and body copy.

Ads should be carefully placed in the newspaper. Special sections or supplements may draw more attention than having your ads to compete with all the other advertising. Placing ads on the obituary page is a good method for exposure, as is placing them in the classified advertising. Both have worked well for PCC. White space is extremely important in any advertisement. Copy will stand out much more than in a cluttered ad.

Examples of selected newspaper ads from the model project are included.

INSTEAD OF DREAMING ABOUT
A New Job Or A Career Change
MAKE IT A REALITY
at
Pitt Community College
*Update your skills
*Retrain for new technology
*Expand your professional development
Winter Quarter Registration November 28-December 2. Make Your dreams come true.
Mail to: Pitt Community College Counseling Office
P.O. Drawer 7007
Greenville, NC 27834
Name
Address
City State Zip
Phone
Please send the following:
__ Application
__ Day Schedule
__ Evening Schedule
__ Brochure-please specify desired program
An Equal Opportunity/Affirmative Action Institution

By Popular Demand

PITT COMMUNITY COLLEGE

Announces

WINTER QUARTER

LATE AFTERNOON CLASSES

Learn a new skill, explore a special interest, meet a friend...enjoy yourself.

SPECIAL REGISTRATION FOR THESE CLASSES
Room 209-HUMBER
WEDNESDAY, NOVEMBER 28 7 p.m.

BUS 102	Begin Type	MWTh	4-5:35 p.m.
BUS 105-A	Begin Shorthand	MWTh	4-5:35 p.m.
CHM 250	Inorganic Chemistry	M	4-7 p.m.
		Th	4-6 p.m.
EDP 112	Intro To Micro Computer	M	4-5:50 p.m.
*EDP 112L	Micro Lab	Th	4-5:50 p.m.
EDP 130	Beg. Graphics for Microcomp	M	4:30-6:30 p.m.
*EDP 130L	Beg. Graphics for Microcomp Lab	T or Th	4:30-6:30 p.m.
HEA 150	Personal & Community Health	M Th	4-5:25 p.m.
MAT 101	Algebra I	MW	4-5:35 p.m.
PHO 116A	Photography (Begin Dk. Room)	M	2-6 p.m.

*All computer classes require lab participation for completion of assignments. A lab fee of $5.00 is charged.

For specific class information, call

756-3130

An Equal Opportunity/Affirmative Action Institution

BEST COPY AVAILABLE

EDUCATION CAN ROUND OUT EVERY WOMAN'S LIFE

Are you a woman facing
total responsibility for family members and yourself,
the need for a better paying job to meet expenses,
the desire for time for you to be yourself?

Pitt Community College

offers the classes to help you meet your personal goals for career, family, or self-improvement

A rewarding career may be waiting for you as an

Advertising Executive	Typist	Accountant
Beautician	Welder	Carpenter
Draftsperson	Auto Mechanic	Agribusiness Worker
Electronics Engineer	Secretary	Office Receptionist
Medical Secretary	Office Manager	Real Estate Broker
Computer Operator	Electrician	Paralegal Technician
Police Officer	Salesperson	Word Processor

and many other career opportunities

WINTER REGISTRATION NOVEMBER 28-DECEMBER 3

Call a PCC Counselor for specific class information

756-3130

An Equal Opportunity/Affirmative Action Institution

Prepare To Climb
Your Ladder Of Success
Pitt Community College
announces
Full Credit Short Session Evening Classes
January 7 - February 26

Are you seeking job mobility, thinking about a career change or re-entering the job market? Do you need strong communication skills to be effective on the job?
A short session class may be the next rung on your ladder...

		Day	Time	Tuition
BUS 231	Sales and Inventory Procedures	MW	7-10	$12.75
COE 100	Job Search and Career Planning	MW	7-9	$12.75
ENG 206	Business Communications	MW	7-10	$12.75
SPH 160	Public Speaking	MW	7-10	$12.75

REGISTRATION MONDAY, JANUARY 7
6-8 P.M., ROOM 3 WHITE BUILDING
Call a Counselor for specific class information
Evening Counseling Available
Monday and Thursday until 8:30 p.m.
756-3130
beginning January 2, 1985

An Equal Opportunity/Affirmative Action Institution

Pitt Community College
offers
SENIOR CITIZENS
special learning opportunities
•make new friends
•share the experiences of your lifetime
•have some fun in a class of your choice
FREE tuition if you are 65 or older.
REGISTRATION FOR CLASSES
SEPTEMBER 4 and 5
756-3130
An Equal Opportunity Affirmative Action Institution

ELECTRONICS TOUCHES EVERY ASPECT OF OUR LIVES

Is it time to expand
your knowledge of electronics
as it touches your life and career?

Pitt Community College offers Evening Classes

For everyone from the beginner to the experienced broadcaster to electronics industrial personnel

SHORT CLASSES - 33 HOURS EACH

ELC 1103	Fund. of Basic Electricity	T	7-10 pm	3
ELC 1104	Fund. of DC Circuit Analysis	T	7-10 pm	3
ELC 1105	Fund. of AC Circuit Analysis	T	7-10 pm	3
ELC 1131	Fund. of Electronic Devices	T	7-10 pm	3
ELC 1132	Fund. of Digital Circuits	T	7-10 pm	3
ECL 1133	Fund. of Operational Amplifiers	T	7-10 pm	3
ELC 1134	Fund. of Microprocessors	T	7-10 pm	3
ELC 1135	Fund. of Pulse and Logic Waveforms	T	7-10 pm	3
ELC 1136	Fund. of Microcomputer Interfacing	T	7-10 pm	3
ELC 1137	Fund. of Industrial Electronics	T	7-10 pm	3
ELC 1138	Fund. of Regulated Power Supplies	T	7-10 pm	3

Learn to use a microcomputer while learning electronics

For experienced electronics personnel

ELN 101 Electronic Instru. and Measurements TTh 7-9:30 pm 3

Theory of operation and use of ammeter, voltmeter, achmmeter, signal generator; impedence bridge, oscilloscope and other test instruments. Concentrated lab experience.

ELN 214 Fund. of Digital Electricity TTh 7-9:30 pm 3

Binary number systems, boolean algebra, logic gates, flip flops, and counters. Lab experience includes building and testing digital circuits using transistors and integrated circuits.

WINTER REGISTRATION NOVEMBER 28-DECEMBER 3

Call a PCC Counselor for specific information

756-3130

An Equal Opportunity/Affirmative Action Institution

Did Preparations For Christmas Delay Your Educational Plans?

Announcing

A Special Winter Evening Session

at

Pitt Community College

Earn full credit in selected courses in our short 5½ week session
January 7 - February 26

		DAY	Time	Tuition
AGR 116	Farm Welding	MW	6-10 p.m.	$12.75
BUS 231	Sales & Inventory Proc.	MW	7-10 p.m.	$12.75
COE 100	Job Search and Career Plan.	MW	7-10 p.m.	$12.75
ENG 206	Bus. Communications	MW	7-10 p.m.	$12.75
INS 214	Intro. to Insurance	MW	7-9 p.m.	$8.50
PSY 102	General Psychology	MW	7-10 p.m.	$12.75
PSY 230	Psyc. and Phys. of Aging	MW	7-10 p.m.	$12.75
SPH 160	Public Speaking	MW	7-10 p.m.	$12.75

REGISTRATION

MONDAY, JANUARY 7

6-8 P.M., ROOM 3 WHITE BUILDING

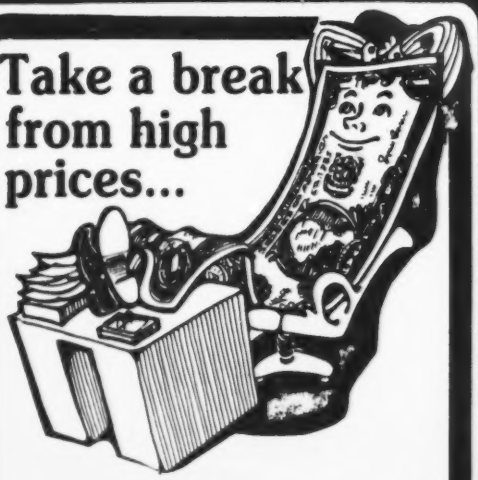
Call a Counselor for specific class information
Evening Counseling Available
Monday/Thursday until 8:30 p.m.

756-3130

beginning January 2, 1985

An Equal Opportunity/Affirmative Action Institution

Take a break from high prices...



at

PITT COMMUNITY COLLEGE

Career training for lifetime employment
38 programs that can be completed in two years or less

TECHNICAL DEGREE PROGRAMS

- Accounting
- Agricultural Business Technology
- Agricultural Chemicals Technology
- Agricultural Science
- Architectural Drafting Technology
- Business Administration
- Commercial Art and Graphic Design
- Criminal Justice: Corrections
- Criminal Justice: Law Enforcement
- Early Childhood Associate
- Electronic Data Processing
- Electronics Engineering Technology
- General Office Technology
- Human Services Technology
- Industrial Maintenance Technology
- Industrial Management Technology
- Medical Secretary
- Nursing Education Option
- Radiologic Technology
- Respiratory Therapy
- Secretarial Science

VOCATIONAL DIPLOMA/CERTIFICATE

- Air Conditioning, Heating and Refrigeration
- Automotive Mechanics
- Carpentry and Cabinetmaking
- Cosmetology
- Electrical Installation and Maintenance
- Electronic Servicing
- Diesel and Farm Machinery Mechanics
- Hospital Ward Clerk
- Industrial Maintenance: Electromechanical
- Machinist
- Masonry
- Surveying
- Teacher Assistant
- Welding

COLLEGE TRANSFER PROGRAMS

- Pre-Business Administration
- Pre-Education (Secondary)
- Pre-Liberal Arts

FALL REGISTRATION SEPTEMBER 4 and 5

Call an Admission Counselor for information 756-3130

SCHOLARSHIPS, LOANS, GRANTS, WORK-STUDY AVAILABLE TO QUALIFIED APPLICANTS

Tuition Information

In-state		Out-of-State
$51.00	Full-time (12 credit hours or more)	$255.00
$4.25	Part-time (per credit hour)	$21.25

An Equal Opportunity Affirmative Action Institution

Cable

Cable public service advertising can be very beneficial to the community college. These spots may be run throughout the year and incur no cost to budget except for mailing. Whether image development or specific registration information, this avenue is a good way to reach designated audiences, specifically black females. Both traditional and nontraditional black males responded more frequently than did other groups to this medium. If your cable network features public services on different channels that play various kinds of music, use music tastes to help target messages as for radio.

Sample Cable Spots

1. New fall quarter schedules are now available at Pitt Community College. It's just what you asked for: more classes, new subject areas, all at more convenient times for day and evening students. Act now. Call 756-3130.

   Immediately - August 13-20

2. An education from Pitt Community College is like money in the bank...call us and ask for a day or an evening fall quarter schedule. Select your class now. Call 756-3130.

   August 18-22

3. Is your job secure? Be sure. Upgrade your education with new technological skills available at Pitt Community College. Fall quarter registration September 4 and 5.

   August 28-31

4. Pitt Community College offers an experienced, caring staff who can help you become what you want to be. Fall quarter registration September 4 and 5.

   August 25-27

   What are you doing from 4-6 PM? Pitt Community College announces a special selection of classes to run fall quarter in the afternoon. Beginning typing, electronic calculator, electronic cash register, sales, composition, general psychology, microcomputers, and micro-computer lab. These classes may be transferable to a senior college and are open to dual

enrollment for high school students 16 years of age and older. Registration September 4 and 5.

August 27 - September 5

TV and Radio

What works in advertising in print does not always work with other media. Newspaper and other print rely on the visual sense, radio relies on the auditory faculties, and TV uses both senses to convey its message. TV is the strongest media, but it is also the most costly. The planning that goes into your choice of the appropriate marketing mix will thus reflect a balance between the gain from using TV and opposed to its high cost.

Radio can deliver its message at a low cost. Many stations offer 1:1 or 1:2 matching of extra spots for purchased spots. Stations selected should be reaching targeted audiences. Station managers can demographically describe their listening audiences. Survey current students to determine to which stations groups listen. Radio station formats change frequently, and it is recommended that surveys be repeated twice annually. PCC discovered major changes between the Spring and Fall surveys where changes can be attributed to the use of new stations or the changing format of existing ones.

The radio spot itself should contain a strong overall impression. A 30-second spot does not allow time to do much more. Be conversational in the copy and again use clear simple English. Repeat the institution's name for identification and ask the listener to respond immediately by telephone.

Develop a jingle to accompany the copy. The theme expressed should be positive with opportunity for self-fulfiliment at the institution. PCC developed its jingle in March, 1984. It allows for donuts (breaks) in the jingle where the copy would be placed. There is also a totally instrumental version that can be used as background music.

The PCC jingle is presented in example:

At Pitt Community College
the future is waiting for you
Success around the corner
A challenge just for you
At Pitt Community College
Your dreams are coming true.

The frequency with which the radio spot is run is very important. Reaching a specific target audience quickly will require that the frequency be intensified over a short period of time.

The television spot developed for 1984 recruiting featured the same theme of self-fulfillment. Aimed toward adults, it spoke more directly to career-related opportunities the institution offers. PCC's new president, Dr. Charles E. Russell, was featured speaking with a group of students on the campus portraying occupational learning activities. The commercial closed with a view of the PCC sign and registration information tieing in with the billboard and special curriculum direct mail. Students shown in the commercial were representative of the student body - black, white, male, female, handicapped, mid 20's, etc.

Sample Radio Spots

15 Second Donut

1. We are learning throughout our lives. You're not getting older; you're getting better. The mind is still capable of learning anything that you want to learn. No matter what your age, come to Pitt Community College and explore your personal interests. (Your dreams are coming true) Pitt Community College 756-3130, in Greenville.

2. (Pitt Community College) In today's world of changing technologies, women need marketable skills that can provide long-term security. Pitt Community College offers the training you want at an affordable price. Call a Pitt Community College counselor for information.
Registration, September 4.
(Your dreams are coming true) Pitt Community College, 756-3130, Greenville.

3. (Pitt Community College) If you have been out of the work force for a while and tried to find a job you may have noticed how things have changed. Pitt Community College can help prepare you to reenter the working world with marketable skills. Talk to a Pitt Community College counselor about how you can determine the direction your future will take.
(Your dreams are coming true) Pitt Community College, 756-3130, Greenville.

4. (Pitt Community College) How do you demonstrate your readiness for promotion? Enroll in classes designed for upgrading skills and knowledge to increase your value to your employer. Pitt Community College has day or night classes to meet your requirements. Fall Quarter begins September 4.
(Your dreams are coming true) Pitt Community College, 756-3130, Greenville.

TABLE T — RADIO STATIONS USED TO REACH TARGET GROUPS
(Listed in order of overall popularity)

Station	Town	Audience Reached
WITN-FM	Washington	Below age 22
WRDU-FM	Wilson	White males below 30
WQDW-FM	Kinston	Black - preferred by 2/3 of black students
WRQR-FM	Farmville	White females
WSFL-FM	New Bern	Whites below 30
WNCT-FM	Greenville	Age 50 and above Also strong with white females 30-49
WRAL-FM	Raleigh	Age 30-49, especially white females
WBZQ	Greenville	Christian format, second most popular among blacks, especially black females 22-49
WSEC-FM	Williamston	White audience day, black audience night, third among blacks 22-49
WAZZ-FM	New Bern	Country music - white males
WKTC-FM	Tarboro	Country music - white females 22-49
WNCT-AM	Greenville	Country music - whites 22-49
WOOW	Greenville	No distinctive pattern
WGHB	Farmville	Country music - whites 22-49
WZMB-FM	ECU/Greenville	White males below 30
WZYC-FM	New Port	White males 19-21
WTEB-FM	Craven Community College/ New Bern	Non-commercial - white females 30-49
WMYK	Elizabeth City	Below age 30

Direct Mail

Development of a direct mail piece begins with an evaluation of the needs, motivations, and characteristics of the target audience. Internal institutional concerns may determine what response mechanism is included in the piece. Specific response mechanisms may include

telephone calls

coupons for information

direct mail registration

tear off cards on a poster

Copy for a direct mail piece should include the following:

1. program objective
2. target audience
3. question - and - answer approach
4. program benefits
5. telephone and alternative response mechanism
6. prominent position for institution identification by name and address
7. clear simple language
8. program information (WWWWW and H)

To insure the success of a direct mail campaign, appropriate mailing lists must be developed and maintained. Local brokers can assist with the purchase of trial lists but are very costly in the long-run. Working with community organizations, former student lists, and coupon requests can help build mailing lists. Cross checking must be done regularly to eliminate duplicate mailings. Tracking codes will need to be developed for coupon replies on the mailings to determine effectiveness and future use.

Billboard

The billboard is strictly an image building medium. It is usually limited to 5-6 words to create an impression in approximately the 6-8 seconds that the driver may notice it. The picture should be something the viewer will easily identify with the institution.

Billboards are expensive. Naegele Corporation owns most boards nationally. Charges in eastern North Carolina are in a range of $240 per board for 30 days with a minimum of three boards plus printing costs. Long range planning and an annual purchase would allow for some choice in the positioning of the image message among the boards in a given geographical area.

There are individuals who own their own billboards that can be rented or there is an option of building institutional boards. Printing costs would still be incurred.

PCC's billboard featured the PCC sign and theme "Your Sign of Success". It could easily be associated with the TV commercial, radio jingle, and special curriculum direct mail piece. Registration dates appeared underneath the PCC sign.

Billboards--An Overview

Advantages

1. With proper illumination and lighting, a billboard can operate 24 hours a day, 365 days a year.
2. It is a fairly low-cost medium.
3. A billboard can be placed close to the point of purchase.
4. The medium offers some flexibility. Billboards can be used for national advertising or it can be placed in one specific geographical area, which allows the advertiser to concentrate his message to local markets or even specific neighborhoods.

5. Billboards take advantage of the fact that people today are on the move. It delivers a message to people traveling to and from work, going shopping, or visiting friends.

6. It is possible to convey an entirely visual message.

Limitations

1. To some extent billboards are limited to the mass market. Except for geographic selectivity, the audience includes all groups and classes, some who may not be the target for the message.

2. There is no editorial matter to attract the reader. Strong detractors include trees, the sky, buildings, people, and scenery.

3. Billboards and other forms of outdoor advertising suffer from extensive criticism and hostile legislation.

4. The message must be brief and simple; therefore, the advertiser must give supplementary information through other media.

5. Billboards rarely have the readers full attention. The message is read while driving or walking which does not provide for concentration or communication.

6. Billboards are passed quickly. To be effective,[1] they must intrude into the driver's or passenger's vision.

Personal Recruiting

A prospective student wants to feel comfortable with his decision to return to the classroom. If he can already recognize a face or two, the new surroundings will take on a less threatening aspect. Personal recruiting may be by job description the responsibility of a recruiter, but every employee of the institution does personal recruiting. This is reflecting the invisible marketing of the institution.

[1]Regional Development Institute, East Carolina University, Greenville, NC, June, 1984.

The choice of a recruiter for a particular target group may be a matter of institutional judgement calling; however, consider the following:

- What are the recruiter's personal affiliations with the target group?
- Does he have specific background experiences to help him understand their needs and problems?
- Is he a member of the group?
- Is he knowledgeable of the community and the services he offers to the community?
- Does he have the institutional support he needs to do his job?

Brochure

A brochure directed to the adult student was developed during the course of the model project. It is an informally worded publication designed to reduce the apprehensions of the returning adult student.

The cover presents recognition by the college of the many aspects of adult life: classroom learning, family, and career. Each photograph is presented in color on a blue background with white lettering (visual identification for the prospective student with institutional colors). The brochure presents a question to the reader: Why do adults return to education? It provides general answers with which the adult may identify himself. It also immediately presents the problem of the demands on an adult's time availability and offers the solution of a part-time enrollment for those desiring to continue educational pursuits. A complete listing of curricula available at

PCC as well as the affordability of community college education is presented next. Information accompanied by color photographs of the Counseling Office and Career Planning and Placement Center follows. Again, the tight time scheduling the adult faces is recognized; statistics are presented to show the adult student how many other adults are returning to community college education at PCC. The expansion of the evening program and other alternative learning programs available at PCC are then briefly described for the reader. Three success stories and color photographs present examples of part-time students and a female in a nontraditional area who have achieved their educational goals. The inside back cover provides two response mechanisms: a telephone number and extension and a clip out coupon to request additional information. For the adult's convenience, a map for directions to PCC is provided on the back cover.

In addition to the previous media strategies, the following is a listing of strategies tested during the model project. An evaluation as to their effectiveness with target groups was made and is indicated on Table U. It was necessary to make some generalizations and to categorize individuals into target groups of which they may not perceive themselves to be a member. These classifications were based on the course/courses in which the students enrolled.

Tables V and W present strategies which were rated as most effective for reaching the PCC service area. Table V is representative of the overall effectiveness of strategies reaching all age groups, and Table W details the most effective media approaches. Table X illuminates the institutional characteristics which most attracted the adult student to PCC.

TABLE U STRATEGIES AND TARGET GROUPS

Strategy	General	Seniors	Upwardly Mobile	Re-Entry	Technical Scholars	Image Perception
Billboard	X					Image Development
Direct mail flyers		X	X	X		
Portable sign	X					Registration Information
Expand evening class schedule			X	X	X	
Expand late afternoon classes				X		
Speakers Bureau	X	X	X			
Small Business Center		X	X		X	
Expansion of evening counseling services	X		X	X		
Personal recruiting through existing programs		X	X	X	X	
Upgrade campus lighting	X					Evening Security
More effective internal communications	X					Internal Knowledge and Awareness
Athletic Boosters Club	X					Community Awareness
Newsletter article		X				
Church bulletins		X				
Agency visitation schedule implemented			X	X		
Mall exhibits	X					Community Awareness
Revise printed materials	X					Effective Marketing
Design special classes		X	X		X	
Off-campus class locations			X	X		
Career Planning Services			X	X		
Cable TV	X					Young, black females

TABLE V	MOST EFFECTIVE MEDIA STRATEGIES OVERALL 1984
	NEWSPAPER
	TELEVISION
	RADIO
	PCC SPECIAL SCHEDULES/LETTERS/ DIRECT MAIL
	BILLBOARD
	CABLE TV
	CHURCH BULLETIN/NEWSLETTER

TABLE W MOST EFFECTIVE MEDIA STRATEGIES
NONTRADITIONAL STUDENTS BY SEX AND RACE
(AGE 22 AND OVER)

WHITE MALES	BLACK MALES
1. NEWSPAPER	1. NEWSPAPER
2. TV	2. TV
3. SPECIAL EDITION PCC NEWSPAPER	3. SPECIAL EDITION PCC NEWSPAPER
4. PERSONAL LETTER	4. PERSONAL LETTER
5. RADIO	5. RADIO
WHITE FEMALES	**BLACK FEMALES**
1. NEWSPAPER	1. NEWSPAPER
2. TV	2. TV
3. SPECIAL EDITION PCC NEWSPAPER	3. RADIO
4. PERSONAL LETTER	4. SPECIAL EDITION PCC NEWSPAPER
5. RADIO	5. PERSONAL LETTER

TABLE X MARKETABLE INSTITUTIONAL CHARACTERISTICS NONTRADITIONAL STUDENTS BY SEX AND RACE (AGE 22 AND OVER)

WHITE MALES	BLACK MALES
1. LOW COST	1. JOB ASSISTANCE
2. PROGRAM AVAILABLE	2. COMMUNITY COLLEGE STATUS
3. EASY COMMUTING DISTANCE	3. LOW COST
4. SMALLER CLASSES	4. PROGRAM AVAILABLE
5. COMMUNITY COLLEGE STATUS	

WHITE FEMALES	BLACK FEMALES
1. LOW COST	1. PROGRAM AVAILABLE
2. PROGRAM AVAILABLE	2. LOW COST
3. EASY COMMUTING	3. FINANCIAL ASSISTANCE
4. SMALLER CLASSES	4. CAREER PLANNING
5. PERSONALIZED LEARNING FORMER PCC STUDENT	5. COMMUNITY COLLEGE STATUS

* For greatest effectiveness, PCC tried to support advertising strategies with the institutional characteristics specified by the students.

X

CONCLUSION

It is the hope of Pitt Community College that this project has provided an opportunity to help all institutions critically examine their recruiting efforts. What has proven to be successful here in Pitt County will serve as a guideline for future efforts; however, it should not be considered a total plan for each institution nor should the strategies contained here be thought of as a complete program. Innovative strageties can continue to be developed at institutions who commit to marketing to and for the adult student.

Developing a positive internal attitude toward what can be accomplished is the first step in the creation of new strategies that will attract the adult. If the institution is stagnant and resistant to change, there is little chance of attracting new adult markets.

The efforts of one or two individuals will not make a plan succeed. It takes the total efforts of an institutional team to market to and recruit adult students. The following general strategies are noted adult recruiting strategies:

- Recruiting advisory committee formation
- identification by targeting groups and needs
- design of special courses
- design of special promotions to reach target groups
- flexible schedules and locations of classes
- evaluation of promotions

- determination of recruiting cost effectiveness per student
- use of periodic surveys to evaluate recruiting efforts and effectiveness

The schematic detailed in Appendix H outlines a step-by-step model that each institution may build on to reach new adult markets and fulfill marketing goals.

Step 1 describes community input into institutional marketing planning. Target groups are defined and information is sought about each group. Community needs and wants are also assessed as part of this process.

Data is analyzed by the institutional advisory group for the selection of specific target audiences and the development of appropriate strategies in response to the needs and wants of the internal student population as well as the general service population. Long-range planning and development of targeted strategies can then begin.

Strategy development reflects a complex institutional effort in marketing. All divisions and offices must work cooperatively to eliminate barriers and assist the adult student as an individual. Internal preparedness to market to the adults is a basic strategy.

Implementation of all strategies must occur. Decisions may need to be made to prioritize ongoing activities to allow time for implementation of new strategies. Some method of tracking will need to be developed to ascertain which strategies have been most productive. Evaluation in terms of student input, as well as enrollment figures, is needed to allocate future recruiting budgets.

Evaluation may lead the institution directly to redesign of strategies that have produced less than expected. The institution may choose to involve target groups for more specific suggestions with redesign. The cycle is fluid and ongoing.

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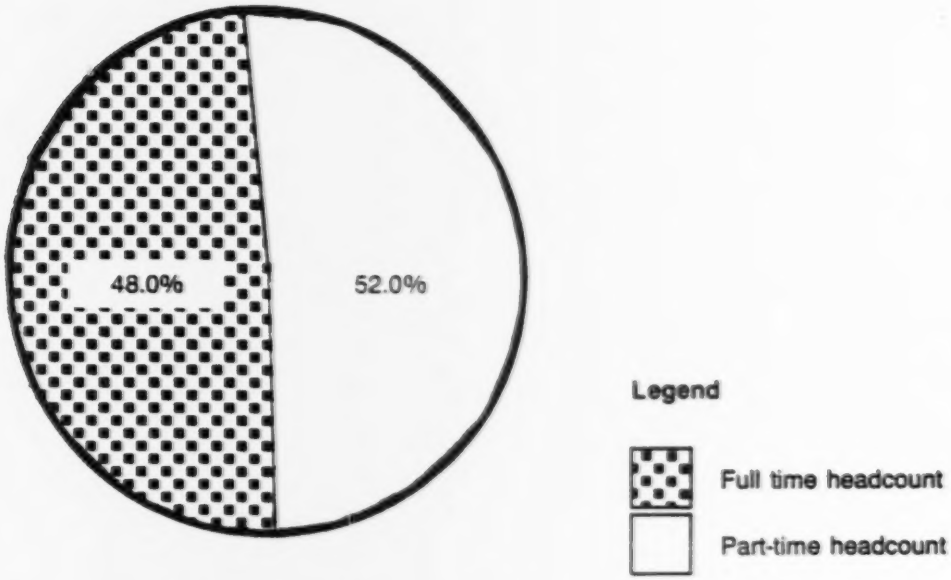
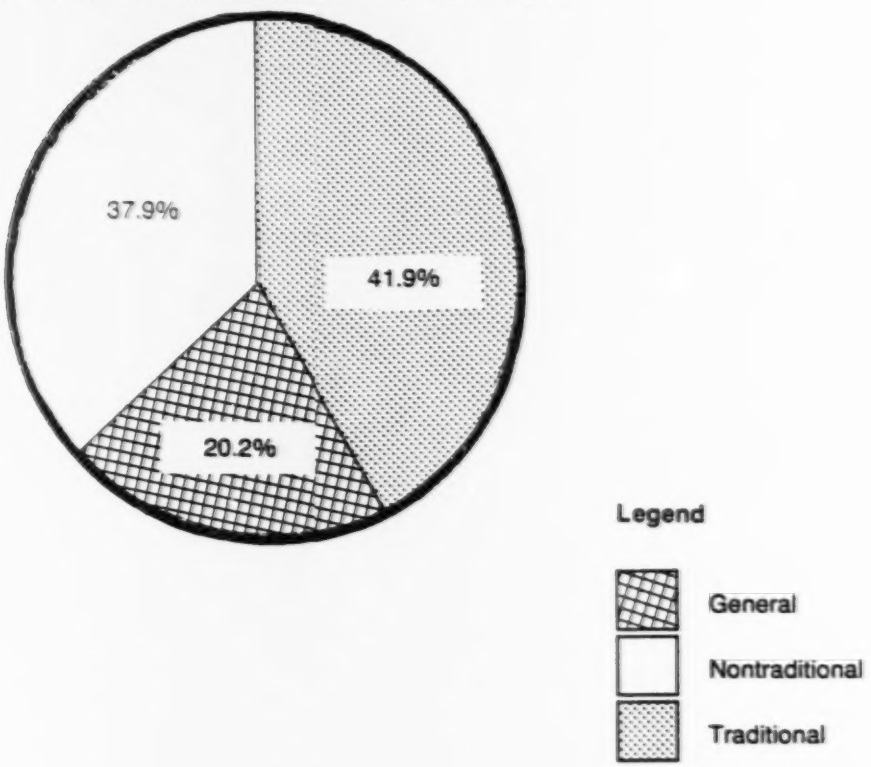
Asheboro, North Carolina

APPENDICES

PERCENT 1984 FULL AND PART-TIME PERCENT HEADCOUNT
AT PITT COMMUNITY COLLEGE



PERCENT 1984 RECRUITMENT DOLLARS TO GENERAL,
NONTRADITIONAL, AND TRADITIONAL STUDENTS



APPENDIX B

INSTITUTIONAL CHECKLIST

Does your institutional mission allow for support for the enrollment of and service to adult populations?

Do your curriculum offerings include those which meet adult needs and interests?

- degree programs
- specializations
- non-credit opportunities
- diploma; certificate programs
- workshops

Do your academic delivery modes support the adult learner?

- evening hours
- weekend classes
- off-campus course delivery
- T.V. cable courses, other media delivery

Do your academic policies support adult needs and backgrounds? What mechanisms are available to award credit for prior college-level learning?

- CLEP - ACT-PEP - DANTES
- Military credit
- Portfolio assessment; life experience credit
- PONSI
- Challenge courses

What academic support services have been tailored to adult needs?

- faculty advising
- pre-enrollment advising
- basic skills preparation

- advanced placement; pre-requisite waivers
- library services
- flexible registration
- transcription; records
- internships
- new student orientation

What institutional support services have been tailored for adult students?

- Career counseling, placement development
- financial aid planning
- daycare or special children's classes
- personal counseling
- campus lounge
- extra-curricular activities and clubs
- pre-enrollment activities outreach

As your institution embarks upon adult recruitment, are all departments and offices aware of this new direction? Is an internal public relations or marketing campaign necessary?

- orientation seminars for faculty and staff
- new forms for appropriate offices
- revised publications or brochures

Is the institution willing to establish a new means of serving adult populations through a contractual or client oriented center, institute, etc.?

- in-kind service contracts
- on-site course offerings
- specialized course development
- career development series
- on-site degree programs

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APPENDIX C

POPULATION MAPPING BIBLIOGRAPHY

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Wilms, Douglas C. and William G. Powell, Eastern North Carolina: An Atlas of Demographic and Economic Trends. Regional Development Institute, East Carolina University. Greenville, North Carolina, 1983.

PART I. PERSONAL DATA: For each item, please mark the answer which best describes you.

SEX: M _____ AGE: 16-18 _____ 19-21 _____
F _____ 22-29 _____ 30-49 _____
50-64 _____ 65 or older _____

RACE: American Indian _____ Asian _____ Black _____
White _____ Other _____

MARITAL STATUS: Single/Engaged _____ Married _____
Separated _____ Divorced _____ Widowed _____

EMPLOYMENT: Full-time _____ Part-time _____
Retired _____ Unemployed _____ Student _____

If employed, please indicate a general occupational category (i.e., teacher, secretary, supervisor, etc.)

_____

PROGRAM: College Transfer _____ Technical _____
Vocational _____ Special _____ Continuing Education _____

ENROLLMENT: 12 or more credit hours _____ 9-11 hours _____
6-8 hours _____ less than 6 hours _____

ATTENDANCE: Day _____ Evening _____ Both _____

EDUCATION COMPLETED: Did not finish high school _____
Diploma/GED _____ Associate degree _____
2 yrs. plus _____ 4 yrs. _____ Graduate _____

PART II. MEDIA DATA: For items of local interest or concern, please indicate each of the following:

PREFERRED TV STATION _____
(Cite station call letter i.e., WNCT, WITN, etc.)

PREFERRED RADIO STATION _____

PREFERRED NEWSPAPER _____

PART III. PUBLIC AWARENESS: For the list of six categories below, indicate the one answer within each which most influenced your decision to enroll at PCC.

A. MEDIA PROMOTION:

Newspaper Ads _____
Radio _____
TV _____
Church bulletin _____
Newsletter _____
Billboard _____
Cable TV _____
Special edition (PCC newspaper) _____

B. OUTSIDE REFERRALS:

High school personnel _____
Four-year school personnel _____
Parent or relative _____
Employer _____
Former PCC student _____
Other _____ (cite by name)

C. SPECIAL PROGRAMS:

HRD _____
TRIO _____
JTPA _____
Veterans _____
Other _____ (cite by name)

D. INSTITUTIONAL SERVICES:

Counseling Office _____
Career Planning and Placement _____
GREAT bus line _____
Learning Center _____
Library Resource Center _____
Financial assistance _____
Student activities _____

E. INSTITUTIONAL CHARACTERISTICS:

PCC program offerings _____
PCC personnel _____
Personal letter _____
Brochures _____
Off-campus classes _____
Open-door admission _____
Low cost _____
Smaller classes _____
Easy commuting distance _____
Quality of instruction _____
Personalized learning _____
Community college status _____

PART IV. Did you participate in the March 1984 survey? Yes ____ No ____
Are there any further comments you would like to make?

THANK YOU FOR YOUR TIME AND COOPERATION!

Pitt Community College

Office of the Dean of Students

P.O. Drawer 7007
Highway 11 South
Greenville, N.C. 27835-7007
Telephone (919) 756-3130

M E M O R A N D U M

October 31, 1984

TO: All Currently Enrolled Students

FROM: Edgar L. Boyd, Dean of Students ELB

SUBJECT: STUDENT RECRUITMENT SURVEY

Though we realize class time is precious, we are asking you to take a few moments and help us plan for the future at Pitt Community College. The needs of our students have changed over the past several years as new fields have been created and others have been phased out. We want to see PCC continue to grow and expand, but most important, we want to provide the best training for the students who elect to continue their education here. We want to learn how to best serve each student's needs, and we need your cooperation; therefore, we ask you to complete the attached survey and return it to your instructor within fifteen minutes.

Thank you very much for helping us better understand today's student at PCC in order for us to better prepare for tomorrow's.

jk

An Equal Opportunity/Affirmative Action Institution

APPENDIX E

ADVISORY COMMITTEE MODEL ADULT RECRUITING PROJECT

PRESIDENT

PUBLIC INFORMATION OFFICER

DEAN OF INSTRUCTION

ASSOCIATE DEAN OF INSTRUCTION FOR CURRICULAR PROGRAMS

DEPARTMENTAL CHAIRPERSON

DEPARTMENTAL CHAIRPERSON

DEPARTMENTAL CHAIRPERSON

DEPARTMENTAL CHAIRPERSON

DEPARTMENTAL CHAIRPERSON

DIRECTOR OF EVENING PROGRAMS

ASSISTANT DEAN OF INSTRUCTION FOR CONTINUING EDUCATION

DIRECTOR OF GENERAL ADULT EDUCATION

COORDINATOR OF COOPERATIVE SKILLS TRAINING PROGRAM

DEAN OF STUDENTS

DIRECTOR OF ADMISSIONS

DIRECTOR OF COUNSELING

RECRUITER/ COUNSELOR

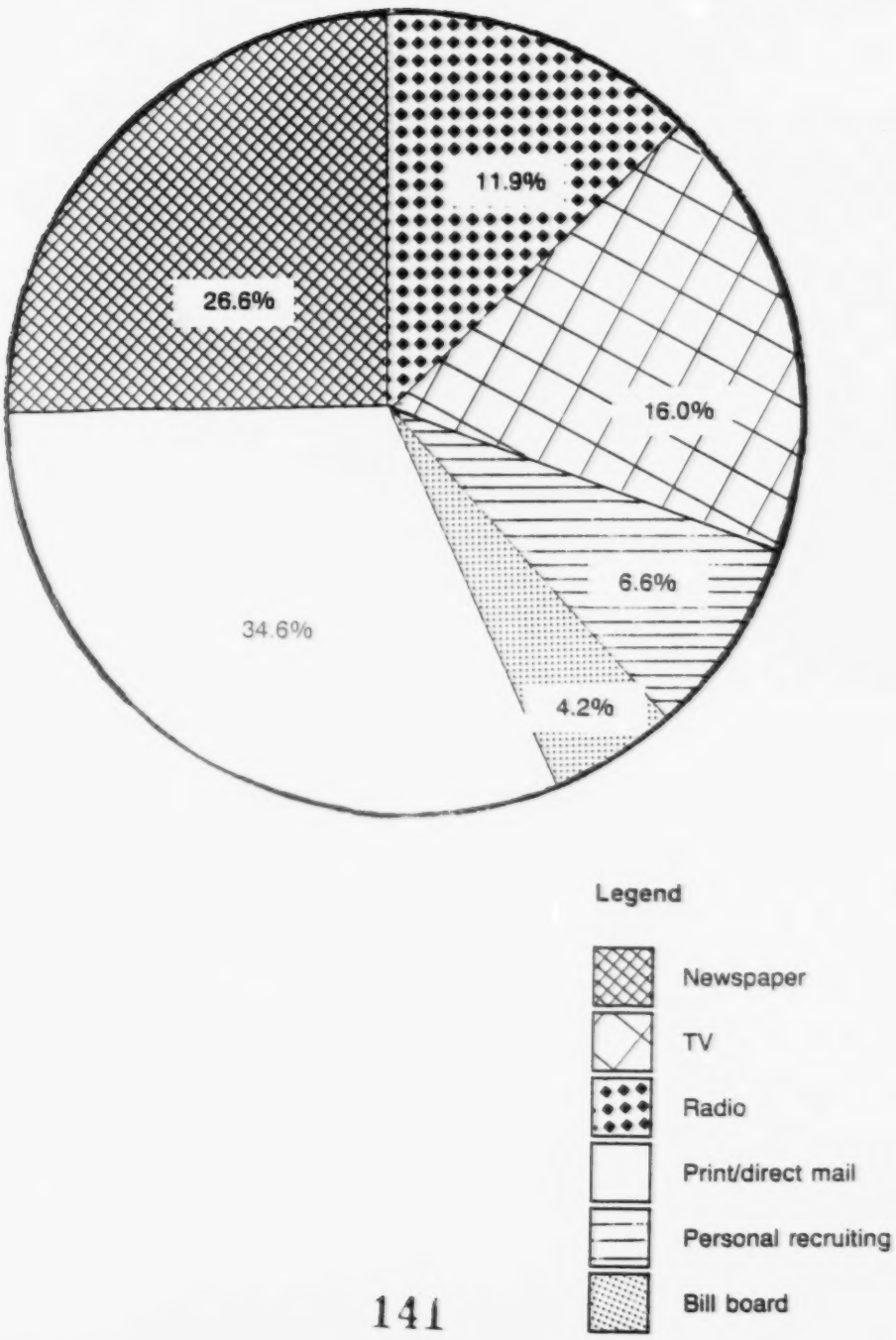
DIRECTOR OF CAREER CENTER

COORDINATOR MODEL RECRUITING PROJECT

DEAN OF ADMINISTRATIVE SERVICES

DIRECTOR OF INSTITUTIONAL DEVELOPMENT

PERCENT 1984 RECRUITING BUDGET AND MARKETING MIX



APPENDIX G

CONSULTANTS' REPORTS

Consulting Report

for

Pitt Community College

Nancy H. Norville

January, 1985

Publications

On an institutional basis, there is considerable duplication in major publications. In addition to the duplication in content, publications have no clear focus, a factor which reduces their effectiveness both as single pieces and as a collective representation of Pitt. This lack of focus and duplication results in a waste of printing dollars. A most obvious void in your publication series is the absence of a clear recruitment publication.

For example, the student handbook, College catalog and the new student orientation booklet all contain some of the same information. The intent of the individual publications in unclear. In general, each individual publication should have a distinct purpose and function. The application and enrollment process should direct students to the appropriate publication source, thus eliminating the need for duplication in content. In general, college catalogs serve as the official academic offering and policy source while handbooks function as supplementary orientation or helping guides.

Usually, handbooks which are intended for enrolled and newly enrolled students, need not have the flare and design appeal of the major recruitment piece. Depending on budget priorities, handbooks can usually be internally designed and produced.

The following recommendations should serve as a guide as you review your publication design.

— Examine your publications in logical sequence from the point of attracting students through enrollment and graduation. Your main recruitment piece should not contain information pertinent chiefly to the enrolled student.

-- Each publication should have a distinct role, purpose and relevancy for the time period in which it is being used. Publications should guide students through their life at Pitt Community College.

— Focus your main recruitment piece on creating a strong and positive image of the College. The piece should be eye-catching, attractive in design, contain pictures, and have ample white space. Too much print (gray) will result in people not reading the message. Invest design and printing dollars in this promotional publication. It is this piece that is directed toward revenue bearing activity (enrollments) and thus impacts most directly on institutional growth and stability. From your main recruitment publication, student prospects should be able to determine the program offerings, capture a "sense of the institution" and be intrigued to learn more.

-- For prospects who then need more specific information, follow-up pieces can be developed. For example, specialized brochures highlighting groups of academic offerings might be useful in your recruitment process. Rules, regulations, major academic policies and yearly calendars should be reserved for subsequent publications.

-- When possible, consider consolidating course announcement listings for the various divisions. Savings in mailing and printing costs may allow you to develop additional promotional pieces.

-- Consider the audience in the content, design and layout of your publications. Avoid pictoral presentations or language which emphasizes only the traditional age student. In addition to pictures of adults, include pictures of events and activities of interest to the adult.

— Present the College as a vital community based institution. As you continue to foster collaborative relationships with business, industry and community groups, your institutional image should visibly reflect this orientation.

— Design your support pieces with adults in mind. Application and enrollment forms, newsletters, student bills, and other forms should take into account adult needs and backgrounds. The registration or enrollment process should not isolate adults.

Personnel Resource Allocation

In educational institutions where budgets are limited, appropriate allocation of personnel resources is a vital concern to administrative management. The lack of a public relations or marketing coordinator at Pitt has resulted in poor utilization of staff resources and talent. For example, in the area of promotional brochures, publications and advertising, various staff members are charged with complete responsibility for the development of such pieces. Staff will gather comparative pricing quotes, prepare copy or design, negotiate final costs and delivery as well as arrange and finalize other miscellaneous details. As a result, numerous staff within the institution spend considerable time performing identical piecemeal functions. Performing these tasks takes significant time away from staff members' main duties and responsibilities.

The normal functioning of a public relations or marketing expert routinely involves developing relationships with designers, printers, marketing firms and media representatives. Such a person is thus equipped to know best where to channel each specific job. These tasks can be more effectively and efficiently handled by an expert.

The lack of a marketing coordinator or public relations officer also impedes or prevents the development of a uniform image of the College for presentation to the public in promotional campaigns, advertising and publications. For example, since each department controls its own promotional programming, including budgetary requests, the image of the College will rest on the person in charge of developing the promotional item. The resulting image may vary depending upon which program is being promoted. The public or community perception of the institution may differ with each promotional brochure or ad.

While each College department will have a distinct and unique mission, the overall image portrayed in the marketing medium should exhibit elements of continuity: an underlying central theme.

Staff members of respective departments know best the strengths, weaknesses focus, goals and future direction of their offices. Accordingly, they must have input into the promotion of their programs. However, staff members should not be burdened with the comprehensive details of developing specific promotional items.

A marketing coordinator also provides the institution with the advantage of building an appropriate promotional mix which takes into account the multiplicity of institutional goals and priorities. Through a more centralized control of marketing activity and publication development, a marketing or public relations coordinator can ensure that all College pieces represent comparable quality as well as a consistant image of Pitt.

A marketing coordinator will also serve to balance budgeted dollars with College priorities. The allocation of budget dollars for advertising and publication development should reflect both College revenue projections and specific institutional goals. For example, if the institution has targeted a particular division or department to increase enrollments or expand service, a marketing coordinator can ensure that appropriate resources are channeled into designated goals. Conversely, a public relations expert has the needed perspective and knowledge to ensure that excess dollars are not misdirected either to less important brochures or on publications which could be produced for less.

Most important, with a comprehensive and overall institutional perspective, a marketing coordinator has the ability to make sure that advertising, publications, and promotional activities are working to complement each other. In addition to designing each individual promotional activity, promotions are planned to build upon each other to increase their effectiveness and strengthen the resulting marketing stance of the institution as a whole.

Internal and External Communication

Successful institutional marketing depends upon the ability of the internal organization to support the marketing plan. Ongoing and effective communication between personnel and departments or divisions is critical to this process. The internal organization should collectively be able to take ownership in the institutional goals, particularly in the process of realizing those goals. At Pitt, improved communication will enhance the market activity already taking place as well as ensure successful long-range market planning.

- Goals, in terms of applicant or enrollment projections for each division, should be clearly stated and routinely shared with staff members of the division. At all times within the academic year, key personnel should be aware of where the College is in meeting enrollment projections.

- Accordingly, staff members should, if needed, be able to control their workloads to prioritize and redirect scheduled work activities in order to meet unmet goals.

- Ongoing communication should be both formal and informal accompanied by occasional "brainstorming" sessions and planning meetings. Such meetings provide a sense of control to staff who are responsible for meeting projected goals. Brainstorming sessions can also serve as mid-year problem solving opportunities, particularly if office goals or projections are behind schedule.

- Expand the use of advisory groups. When advisory group members suggest new program offerings, solicit their suggestions and help in promoting their proposed offerings. Don't be hesitant to share possible obstacles you see in promoting new programs. Advisory groups are most effective when the sponsoring institution assumes active leadership in directing advisory group activity. Without burdening any one member, be specific in requesting advisory group members to perform or provide support services, such as printing, advertising, mailing assistance or donation of office space for meetings or conferences. Particpants will view their membership as a valuable experience when their contributions are evident.

- Maximize use of advisory groups to benefit the institution as a whole. Internally and cross-divisionally share advisory group recommendations, activities and reports. Ideas generated from a specific advisory group can also serve to support the recruitment and planning efforts of another department or division.

- Organize institutional mailing lists, both student and enrollee lists as well as external contact lists. These lists should be computerized for ease in access and application. Design list formats to be able to segment according to type, purpose, age group, or other categories. When promoting new course or program offerings, each department of the College should have the ability to access previous "consumers" of the College. Studies indicate that educational consumers - whether credit or non-credit - will continue to take advantage of educational offerings. Mailing lists will also provide Pitt with the capability to update business, industry and community contacts, institutional liaisons and other College "friends" with information on current offerings and events. By using mailing lists to update community contacts, Pitt will increase its positive visibility as well as strengthen ties with student referral sources.

Faculty and Staff Training

The successful recruiting of adults begins with a strong promotional campaign targeting various adult subgroup populations. A strong promotional campaign, however, is only the first step in the process of attracting adults. A truly effective marketing campaign must be an institutional agenda. Adults will ultimately continue to pursue their educational options at Pitt if they are satisfied with the services and quality of instruction received at Pitt. Pitt faculty and staff are as critical to this process as those who are integrally and directly involved in the recruitment process. In short, internal "invisible marketing" is a vital as external marketing. To ensure that your internal operation supports your marketing efforts, provide faculty and staff with workshops, seminars or other training programs which emphasize the unique needs and characteristics of adults.

Include the following exercises in faculty and staff awareness training.

— Examine instructional techniques and classroom factors which effect adult learning patterns. Explore learning options and teaching approaches which stimulate adult participation and interest.

— Faculty should specifically address such issues as actual classroom configuration and structure, possible learning alternatives such as "contracting", and how to relate academic theory to practice or "real life situations".

-- Faculty should also be aware of instructional settings which negatively influence adults. Such "turn offs" include lack of instructor feedback on assignments or exams, lack of relevancy of course content to reality, adult experiences or other fields, and lack of personal concern or contact with students.

— Review your support service functions such as billing, course registration, counseling, and career planning to determine if such procedures ostracize adults.

-- Review academic policies that effect adults. Consider prior learning assessment modes for credit award. Options include college equivalency exams such as CLEP and ACT, American Council of Education approved military credits, and individual assessment for college-level learning obtained outside the classroom setting.

Conclusion

Although segmented into distinct areas with specific recommendations, the above report contains one basic theme or conclusion. From an overall College perspective, Pitt's institutional market planning lacks overall coordination. The results are thus inherent in publications, advertising, internal and external communications and staff resource allocation. Significant work is certainly being accomplished under the auspice of your pilot grant project. However, this work should be expanded to incorporate a total College orientation with greater permanency and long range planning. As indicated in the section on Personnel Resource Allocation, a marketing or public relations coordinator would provide Pitt with the direction and continuity to realize its potential in promoting quality educational offerings to the adult, traditional, and community markets.

An Evaluation Report
Of The Adult Student Recruiting Model
Developed By Pitt Community College
Greenville NC

This report is the result of a brief but highly comprehensive review of the Adult Student Recruiting Model developed by Pitt Community College, Greenville, North Carolina. This report is based upon a hands on campus visit, meetings with the project director, select staff, and faculty during the period January 8 & 9, 1985. Target groups were reviewed along with specific strategies designed for each group. Promotional materials and recruiting techniques were evaluated.

In developing successful marketing and recruiting strategies for the adult student, one of the most important factors is the attitude of the institution and professional staff.

As specialists in Student Development, community college staff are caught up in a maze of: admissions, registration, counseling, student activities, publications, budget restrictions and controls, limited physical facilities, and a constantly changing adult market--much of which is a vast unknown.

Professional staff and faculty are working in today's society with a changing economy, varying degrees of automation, inflation, attrition, stress and burn-out. Yet, in the middle of all this pressure, are expected to produce, to get new students in times of declining enrollments, declining budgets, and general uncertainty. How does an institution keep reaching these goals, many of which become harder to attain each year? One answer is through an expanded function of the admissions office--a function we call recruiting, public relations, public information, public awareness, marketing, the bottom line is: we must sell each institution in a professional manner with responsibility for what we represent and provide to each student. All of this is to convey to the public, i.e., the adult student that we can meet and serve their needs in a practical realistic fashion. Whatever we choose to call our strategies--it all comes down to how can we reach students we do not have enrolled and how do we retain those we have enrolled.

Every institution in the North Carolina Community College system has dedicated professionals who care and want to do the best possible job. But unless staff know: (1) what to do! (2) how to do it! (3) when to do it! a major amount of sincere efforts will be in vain, with a little or no results. Those institutions who are going to be successful in this marketing era are going to need staff and faculty who are philosophers, planners, managers, and doers. In many cases one professional must assume the role of all four functions.

In reviewing the Adult Student Recruiting model at Pitt Community College, the following recommendations are presented.

1. An up-dating or revamping of college publications and literature is a must. The College may wish to consider a consistent logo design on all publications, letterhead, envelops, purchase orders, calling cards, etc., to consistently keep a positive image before the public. One approach would be to combine brochures into: (a) a departmental booklet, or (b) an admissions booklet with a postage paid reader service card. Many four-year, public, and private colleges, the military, National Guard, and profit making institutions have developed very effective, competitive, quality, promotional materials which are worth reviewing. The key is quality of design, use of color photographs and good black and white photographs with adequate use of white space. Once the design concept (logo) is established this should be used consistently as the college identy. In the long run this will enhance and support the image of the college.

2. In reviewing in-house publications, I found the student handbook to be laborious to read with no photos and limited use of white space. It could be an attractive, useful, informative, publication providing easier access to the basic information that students would read and be able to apply to college life. Many of the items could be pulled out and included with financial aid and veterans information, or included as general information in the college catalog. An attractive, well-done student handbook could become not only an excellent in-house resource, but a public information tool as well.

3. Pitt Community College is very crowded both in class room space and support areas. Future plans should consider a student center to provide for the commuting student, who with limited or no resources has only his automobile between classes. Such areas as food service, dinning facilities, lounge, TV viewing, and recreational facilities with easy access to all phases of student development, placement, registration, etc., can in itself be an image builder and create a very positive response toward attracting and retaining students.

4. I found the attitude and rapport among staff and faculty to be very good, with a definite interest in making the adult student recruiting model a reality. However, the college should consider a re-definition or realignment of staff responsibilities prior to placing additional duties on those persons. This will help to eliminate stress and burn-out and offer new and exciting challenges to a fixed routine of functions.

5. The College should consider surveying parents and adults in the service area to get an accurate perception of the programs offered by the college.

6. The College needs to give consideration as to how it attracts adult students from its in-house GED and Adult High School programs. What percentage of these adults enter credit and non-credit programs on an annual basis? This on-campus group is a market worthy of serious efforts.

7. The College should consider an open house or adult exploratory night on a regular schedule. While mall visits by the College have been productive and created interest, it is important to get adult students into shops, classes and labs, especially as new construction calls public attention to the campus.

8. The College should consider continuation of attractive, well designed billboards as a means of keeping its name and image visible to the public. Gearing select boards for specific adult target groups may have potential for the future.

9. As a means of reaching new prospective adult students, the College should give consideration to the placement of magazine cover inserts in professional offices, hospitals, libraries, bookmobiles and other areas where adults have leisure time.

10. The College should consider utilizing the local Welcome Wagon service as a means to get course offerings, catalogs, and other promotional materials into the home of the adult student. This is especially a good way to reach the homemaker.

11. Since Pitt Community College is located in an agricultural community, the College should consider advertising in select farm publications and continue its promotional efforts to be visible at local farm shows. In seeking to attract the adult consumer, a well-designed booth/display can be very productive. Promotional materials and "simple" give away items can help keep the college name before the public.

12. The College should give consideration to revising its present 4-page application to a one page, more simplified version. Medical information can be obtained during the registration process. A more simplier version of this form would be helpful for adults seeking to enroll in one class; i.e., taylor the document to fit the needs of the adult client.

13. The newsprint schedule currently being mailed out to adult students appears to be a very functional piece of informative and good promotional material. The use of this publication each quarter will help reinforce the adult student recruiting concept. The addition of a return coupon in the lower right quadrant can bring in names and addresses of new prospective adult students both credit and non-credit. The use of well placed black & white photos (halftones) can place special emphasis on programs or select target groups as outlined in the adult student recruiting model.

14. The sample packet of newspaper ads consist of a good beginning. The College should give consideration as to the type and style of newspaper ad most effective to reach adults--what papers do adults read and in what part of the newspaper are they most likely to see items of interest about Pitt Community College? The sample ads need design--more white space, more simplicity, with a logo to reinforce the image of the college. The College may wish to consider use of the Graphic Arts Department in design and layout of newspaper promotional materials.

15. The Fall Quarter 1984 Marketing Plan has selected realistic target groups. To bring the plan into fulfillment will require an institutional committment and hard work on behalf of each staff and faculty member.

    Some points to consider in the plan are:

    (a) Expand success stories on graduates not only to cover women students but

include men, young, old, black, white, credit & non-credit students.

(b) Select a student(s) or alumni as a civic club guest. Have them share their success story with leaders of the community.

(c) Target group "C" -- Education/Work Force Re-entry, page 2 of the Marketing Plan, will need support service from the College in the way of extra counseling, career development, and/or a career class, day care facilities; adequate follow-up on graduates who have overcome specific handicaps can serve as effective role models.

(d) Permanent displays in public libraries, Job Service and public buildings with neat, attractive, promotional materials will be productive in getting the message to adult students.

(e) Target group "D" -- Displaced Homemaker, page 3, will need extra consideration with such areas as flexible scheduling, weekend classes, come to class directly from work, etc. Child care again is a must, plus counseling for these off-schedule hours.

(f) Under new marketing strategies on page 4--the additional concept of mini billboards on main roads adjacent to the Pitt Community College campus has excellent potential to keep an image before the public.

(g) A permanent, well designed, attractive, campus sign near the main entrance to the campus can provide a means to convey registration information, schedules, special events and serve as an outside calendar for the college.

(h) Continued promotional efforts to participate in early morning TV (farm programs) by select faculty and staff can reach early morning adult clients. Tie in the agricultural related curriculums offered by the college. Stress convenience, low cost, and quality instruction along with training to earn a better salary, get ahead in life, etc.

(i) Colorful displays on the outside of the local bus system (preferably on back) would serve to call attention to the motoring public (about 8 seconds viewing) the visual concept of the college and its opportunities for adults. Stress a theme (positive) that adult students can identify with.

16. As a continuation of the adult student model, the College should consider expanding this marketing concept to include development of:

(a) A campus marketing committee.
(b) A program evaluation committee.
(c) A new program committee.

17. The College should consider developing a recruiting calendar with special emphasis on reaching adult students, with responsibilities rotated by select staff members.

- SUMMARY -

In carrying out the scope and intent of the adult student recruiting model and making the marketing plan a workable one it will be important to not only continue maintenance of effort of the many important strategies being done, but also be willing to try new and innovative ideas for growth and to keep a certain amount of excitement underway about the college. In order to keep this plan a high priority item, consideration must be given to adequate budgets, resources, and allocation of personnel.

The project director, Ms. Patrice A. Chenier is to be commended for her interest and dedication to the project. The genuine supportive attitude of the College and its "student centered philosophy" is very encouraging.

All suggestions, recommendations, revisions of marketing strategies, analysis, etc., are presented in a positive fashion to further enhance and support the excellent strategies now being promoted by Pitt Community College as it strives to reach adult students.

Respectively submitted

John L. Roberson

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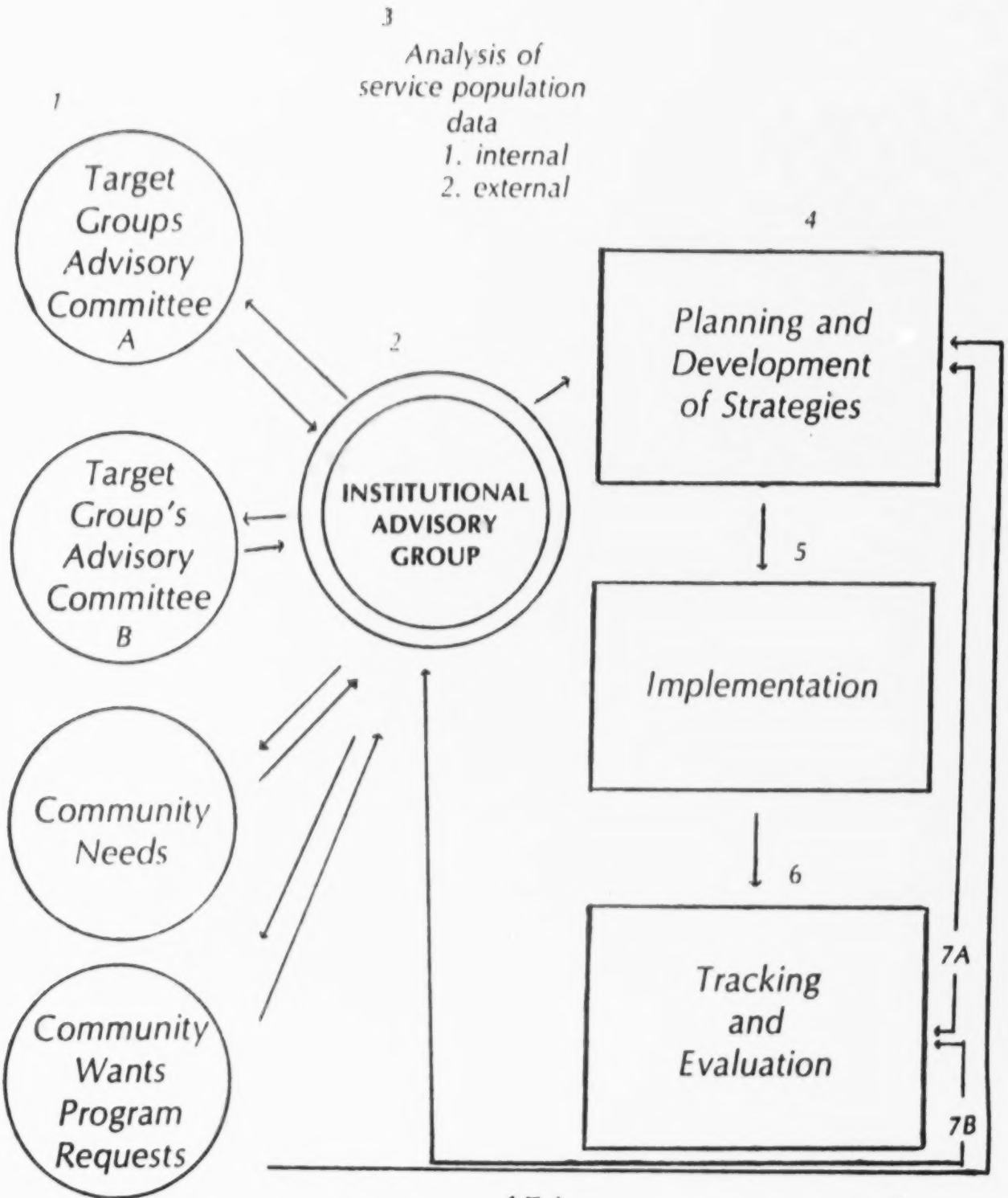
SCHEMATIC OF
A MODEL FOR RECRUITING
THE NEW COMMUNITY COLLEGE STUDENT